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ABSTRACT

This vocational education curriculum guide for educable mentally handicapped high school students, an outgrowth of a Mississippi state research project, was developed by a professor from the University of Southern Mississippi's Department of Special Education to be field-tested, revised, and expanded. Under the general competencies of psychomotor skills, social maturity, and environmental concerns, sample topical units include behavioral objectives, unit rationales, learning activities, and teaching suggestions. Job description samples and sample work performances are appended. This document is related to three others, available as VT 018 478, VT 018 483, and VT 018 484 in this issue. (AG)

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VOCATIONAL EDUCATION CURRICULUM GUIDE FOR THE HIGH SCHOOL E.M.R.: A FIELD TEST COPY

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VOCATIONAL CURRICULUM FOR THE HIGH SCHOOL E.M.R.

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This manual is an outgrowth of a research project funded by the Mississippi Division of Vocational and Technical Education and incorporated under the title, Research Monograph: Vocational Education for the Educable Mentally Retarded.

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This manual does not attempt to represent a complete curriculum guide for any particular vocational education classroom. The activities listed should be field-tested, and data should be collected from several sources for revision and amplification. This manual as presently presented is considered a Field Test Copy.

Caution should be made in presentation of some of the parameters listed. Each teacher should know his students well before some subject matter is presented.

The authors would be happy to receive any information or comment about this volume. Correspondence may be sent to Dr. W. V. Plue, Box 115, Southern Station, University of Southern Mississippi, Hattiesburg, MS., 39401.

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CHAPTER I

INTRODUCTION

The concern in helping the educable retarded become successful members of society has been the problem of the thoughtful educator for some time. Over the past years the trained special educator has adapted the curriculum to help meet this problem. He has used individual methodology and presented material in such a fashion that understanding might take place.

A perplexing problem, however, has been education surrounding the world of work for this particular group. One part of the problem is that few educators have experience in unskilled (or "low" level semi-skilled) work or in service-work, the very vocational areas where many retardates find work. These areas, however, are as honorable or good as others, since in them it is important that one does any work well if he is serious about it. No value judgements are or should be made to these areas.

Another part of the problem has to do with the type, content, and matter of educational activities directed to help the retarded become more successful. This is seen as a remarkable situation because volumes of research, demonstration projects, and conference meetings have been written about the subject, yet little has been collated to provide the educator with a useful product. It is hoped that this manual will help meet this need.

Rationale

The competencies for vocational needs, as used in this guide, are built upon several practical and theoretical constructs. Some competencies are necessary for all people who would work; and some are particularly important to the educable retarded.

It is generally recognized that an individual develops certain abilities which may or may not coincide with the job requirements of the position he seeks. This is also true of the individual's social characteristics in relationship to his work opportunity. How well a job supports his social being and abilities and how the individual relates to the social and ability requirements of the job will result in work satisfaction or dissatisfaction.

The work structure of our society is experiencing many changes. Technology and organizational procedures are exerting new methods on business and industry. It is becoming increasingly difficult to find work in unskilled areas. The educable mentally retarded individual may find himself more and more dependent upon adequate education and training to take his place in a changing society. The importance of developing constructive vocational abilities cannot be over-emphasized.

Three broad categories appear to be particularly emphasized with regard to vocational activities. These are the following competencies:

(1) competencies related to social maturity

(2) competencies associated with psycho-motor aptitudes

(3) competencies allied with the environment.

The above areas are general ones, but imply many diverse educational activities. It is no accident that these three emerge for special treatment. Research after research reports include these in one form or another. The problem, however, is what parameters are to be included within each category or factor. Much can be gained in the study of those retarded who are successful. (For a complete discussion of the studies, including the development of categorical areas, leading to the selection of activities for this manual, please refer to Research Monograph: Vocational Education for the Mentally Retarded, Dr. W. V. Plue, 1972.)

Educable retarded are traditionally employed in jobs which may be classified as unskilled or semi-skilled, with "service" type work increasing as an important area of potential employment. Such employment may be widely diverse in nature and could require many routine skills in performance. This would suggest that improved functioning in the many motor skills of such work like coordination, fine and gross dexterity, form and clerical perception, spatial relationships, and sorting activities could aid in job holding.

Poor occupational adjustment is many times due to undesirable personality factors such as lack of punctuality, excessive absenteeism, indifference, poor time concept, inability to assume responsibility, and unreliability on the job. Therefore, the development of positive work habits and attitudes is important to the students. These students will need additional help in understanding many job requirements as will their parents who will need to support the job requirements and other characteristics of a total program.

The vocational aspects of an education program must be constantly evaluated toward the individual's potential for competitive employment. Such evaluation will require individual guidance sessions, and many specific classroom experiences which will aid the student in overcoming potential weaknesses. The ultimate employment goal requires an educational team that must consider the total of the vocational areas.

Procedures

On the pages that follow are sample units, activities, and ideas which may help the educator aid the retarded in becoming vocationally competent.

It is not intended that the following units or samples be necessarily isolated lessons. Many could be incorporated in various subject units in the classroom. The following samples attempt to focus on the particular needs of the EMR in vocational areas. However, none of these could possibly replace a teacher's knowledge of students and their needs. It is hoped the following will help determine some direction for future attainment.

CHAPTER II

COMPETENCIES RELATED TO SOCIAL MATURITY

Competencies related to social maturity must include personal and interpersonal relationships. This area recognizes those concerns which involve the development of social growth, concept of self, family living, community living, values, and citizenship. Stress needs to be placed on the competencies essential for living in and understanding our society.

People are dependent upon each other whenever they perform educational, social, economic, and governmental activities. Such activities are ruled by the mores and the laws of their society. In turn each individual is expected to abide by the laws, the moral and ethical standards, and the values which society has set.

Because many children with handicaps are considered inferior, it is crucial that the educable mentally retarded be taught to hold values and to behave in such a way that the general societal image will not be sustained. Social skills, self-respect, understanding others, appropriate values, status, and a realistic appreciation of strengths and weaknesses are parameters of social relationships.

Without education and training, the educable mentally retarded are often unable to adequately solve the problems associated with society. Competence in family living and homemaking, boy-girls relationships, individual responsibilities, community organization, and associations with others become completely necessary.

The educable mentally retarded need to determine what is an adequate home life pattern. It is possible that many may come from families whose living patterns are quite different from the norm. Therefore, to encourage competencies leading to satisfactory living patterns, the teacher should concentrate on several learning activities that center about such things as washing clothes and dishes, ironing, cleaning, bedmaking, cooking, sewing, and maintaining the home.

The possibility of a limited income may influence the direction of an educable mentally retarded's family life. This could mean that he should develop competency in making wise consumer choices which will meet his particular needs. Such aims may be encouraged by activities concerned with shopping, meal planning, caring for dependents, budgeting, and saving.

If the educable mentally retarded child cannot be an effective leader, he needs to learn to be a responsible follower. He should participate in those activities which society expects of all citizens. These should include an understanding of his environment, its rules, and the associations that confront him in his daily living.

The educable mentally retarded seemingly direct their attention to present events and situations more readily than to those of the past or future. To the extent that it is possible, meaning and understanding should be garnered from present happenings. Related information from the past or concerns with the future can be added conveniently at this time. Present events provide an entrance or a motivation for a teaching or experience unit.

A noted authority in this field of education (Johnson, 1963, pp. 244-245) has stated:

> Modern education places great emphasis on learning by doing. This does not mean undirected trial and error learning, for this only accomplishes its goal when the learner understands why he succeeded or failed. It is, instead, a method of instruction whereby important concepts are placed in meaningful context in order that the learner may achieve the desired and by learning through directed, organized, supervised practice of them. The method usually recommended is the experience-unit organization of instruction.

Units of this type can make use of field trips and related activities that provide many firsthand experiences. They can also furnish ample opportunities for grouping students in learning and working tasks.

Generally, the educable mentally retarded can not learn how to improve behavioral traits from books; they learn from the on-going activities both in and out of school. Teachers can help them become aware of those behavior traits that are most acceptable to society and can encourage the adoption of them. The educable mentally retarded do not necessarily adopt such traits naturally; they require instruction and guidance directed toward the acquisition of them.

Our research (Plue, et. al, 1972) specifically attempted to find those parameters most related to vocational success. Keeping this in mind, the present Manual concentrated on the following factors:

Factor 1 - Personal Appearance and Good Health Practices

Parameters

a. physical appearance
b. cosmetics
c. shaving
d. grooming
e. health habits
f. health services
h. sex education
i. safety on job
j. cleanliness

Factor 2 - Family Support and Relations

Parameters

a. stability of the home
b. home responsibility
c. school responsibility (a chance to be responsible)
d. exercise initiative in the home
e. sense of responsibility
f. family support

Factor 3 - Personal and Social Skills

Parameters

a. handling criticism
b. ability to adjust
c. acceptable "manner" of interpersonal interaction
d. patience
e. mind own business
f. reacting to evaluations
g. loyality (as it relates to job)
h. understand work
i. decision making (his and others)
j. character

Factor 4 - General Social Skills

Parameters

a. "good" socializing activities
b. cheerfulness
c. even-temperedness
d. feeling adequate
e. moods (handling and understanding of)
f. protocol (chain of command)
g. ambition/initiative
h. willingness
i. cooperation
j. forgetfulness
k. infantilism
l. attitudes

Factor 5 - Emotionality Modification

Parameters

a. respect

b. courteous

c. confidence

d. appropriate aggressiveness

e. understanding

f. social grade

g. consideration for others

h. caution

i. honesty

j. reliability

In the pages that follow are examples of possible educational activities for the five factors listed above. Each parameter is discussed and examples are given. Hopefully, such activities may be incorporated into the on-going curricula of the class.

SOCIAL MATURITY

Unit Samples Relating to Factor 1

That personal appearance and hygiene factors emerge as important features related to work should come as no surprise. Curricula work in this area should not be a "watered" version of a health class; nor should a re-emphasis of 6th grade health be of much value. With regard to work, emphasis needs to be placed upon appropriateness of these parameters.

SOCIAL MATURITY

Parameter: Physical Appearance

Objective: To realize the association of one's appearance to work.

Rationale: The opportunities for acceptance among peers, adults, and employees is greater if the student is conscious of his overall appearance. Appropriateness in appearance many times can be the difference between employment and nonemployment.

Activities:

1. Stress the philosophy that the kind of clothing is not nearly as important as the way clothing is worn. Demonstrate with several different pictures or with students who will role play.
2. Girls should be encouraged to find pictures of appropriate work and school clothing and with party and special clothing.
3. Use pattern books to mix-n-match clothing for different occasions. Give the students opportunities to decide which clothing is appropriate for work, school, and play. Pattern books are available from Butterick, McCall, Simplicity, and Vogue.

4. Make posters using the different categories of clothing: sportswear, school clothes, work clothes, and dress clothes.
5. Use catalogs to develop color combinations. Bring two or three blouses and skirts to illustrate how clothes selection can be mixed and matched.
6. Bring samples of shoe polish to school. Teach students how to clean their choes before applying shoe polish. Discuss with them the many different colors of today's shoe polish. Discuss and describe the kinds of shoes which look best over a long period of time. Make a shoe kit which includes a stand, finishing cloth, and leather preservatives and repellents.
7. Discuss with the girls the necessity of selecting appropriate underwear and foundation garments. Take the girls on a field trip to a department store to show them the method of selecting quality garments.
8. Demonstrate various qualities of construction and tailoring in clothing and fabrics. Stress the usability of materials over a period of time. Teach the students the kinds of materials and the usability of each.
9. Be certain that the students know their

correct sizes for all garments and shoes. Make a personal size chart for each student to take home. Stress, however, that sizes do vary and that fit is most important.

SOCIAL MATURITY

Parameter: Cosmetics

Objective: To develop knowledge and skill in the application and use of cosmetics.

Rationale: The appropriate use of cosmetics enhances one's overall physical appearance. Students have better opportunities for employment when they present an image of being well-groomed.

Activities:

1. Demonstrate to the girls the different types of cosmetics which are available to them. Discuss the different uses of various cosmetics which are on the market.
   - A. Facial cosmetics: Make-up base, rouge and blushers, pressed and loose powder, lipsticks for oily and dry skin, colognes and skin freshners, different kinds of eye make-up.
   - B. Bath aids: Bath power, body oils, body lotions.
   - C. Feminine hygiene aids and deodorants: Discuss and demonstrate various kinds such as spray, powder, roll-on.
2. Invite one of the private consultants such as Avon, Merele Norman, Mary Kay, or Beauty

Counselor to come to the classroom to discuss the appropriate way to apply cosmetics. (These counsultants will come without charge.)

3. Direct the boys in a study of necessary grooming aids.
    A. Emphasize the selection and use of cosmetics such as shaving lotions, shaving lathers, colognes, and corrective cosmetics for birthmarks, etc.
    B. Discuss the different kinds of deodorants such as roll-on, spray, cream.

4 Discuss the individual use of cosmetics based on particular needs. What is too much? Too little? The teacher may wish to demonstrate before and after procedures by using a mirror or Polaroid picture. Particular attention should be paid to the use of eye make-up and rouge to avoid a "painted" appearance.

SOCIAL MATURITY

Parameter: Grooming

Objective: To develop an understanding of the importance of maintaining grooming habits on-the-job.

Rationale: Employers often make judgements about employee capabilities based upon the grooming habits of the individual. Employees represent the company or firm for which they work; consequently, employers may set standards by which to abide.

Activities:

1. Gather examples of different kinds of razors for demonstration in class: electric, safety, band-type.
2. Show examples of different kinds of blades which may be purchased for each razor such as double edged, single edged, stainless steel and band-type dispensers.
3. Discuss the care and maintainance of electric razors (cleaning and sharpening).
4. Survey the different shampoos which are available. Emphasis should be placed on how to shampoo hair properly. Group two or three of the sampoos under headings: regular and dandruff. Class demonstrations could be carried out with boys and girls in how to

shampoo hair. Stress should also be placed upon the reasons for washing hair in terms of frequency.

5. Have the girls survey the many different hair styles. Discuss care and maintenance of different hair styles. Emphasize the importance of choosing styles which students can maintain and which enhance individual appearance.
6. Ask the girls to survey the many different home permanents and straighteners which are on the market. Purchase a home permanent and demonstrate giving the permanent to one of the girls (secure permission from the mother of the child to whom the permanent is being given before you plan this project). Hair straightening solutions are to be demonstrated and discussed as to the applicability of such solutions to the individual's hair.
7. Help students develop an awareness of how they appear through self-descriptions. Encourage the student to discuss how he sees himself.
8. Boys need definite instructions in what constitutes a neat, well-groomed hair (even if they wear long hair). Special attention should be given to the importance of keeping hair neat and clean. It is realized

that this area can be emotional. The purpose here is not to make value judgements about length, however hair is important if one works around moving parts or in sanitary settings. Loose hair is of primary concern near food or food processing. Hair nets and caps may be needed (see #9).

9. Illustrate the job safety factors associated with proper grooming. Example: overly long hair and poorly fitted garments can become entangled in machinery.

SOCIAL MATURITY

Parameters: Health Habits

Objective: To establish health practices which promote physical and mental well-being.

Rationale: Students should be concerned with maintaining good health in order that they will be on the job daily. Absenteeism and tardiness are frequently mentioned as reasons for dismissal from jobs.

Activities:

1. Arrange for girls to go to gymnasium to be taught how to shower properly. (Arrange for a motel or industry to donate soap.)
2. Ask the physical education instructor to take boys to gymnasium for instructions in how to properly clean their bodies.
3. Make charts of proper amount of exercise which is necessary for health purposes. Demonstrate some basic exercises which do not need special equipment.
4. Secure diet charts from county home demonstration agents, home economists at the electric power company, hospitals, or clinics. Display charts and discuss proper eating habits. Relate diets and health. Have students

keep records of their daily diets. Emphasize the need to select foods from the proper food groups found in health books.

5. Discuss the effects of lack of proper amounts of sleep on the body. Ask the students to evaluate their feelings or moods on a day after they have gotten less than their usual amount of sleep. Some emphasis should be placed upon types of beds, mattresses, and pillows for rest. Firmness as opposed to softness may be an important factor to the individual.
6. Ask one of the service groups (if available) to provide visual and dental screening services for the students. Students might receive these services from county health department. Refer students to appropriate agency if possibility of problem exists.

   Suggestion: Lions Club financially supports corrective vision requirements.
7. Teach students about the importance of keeping skin clean. Demonstrate how to properly clean facila skin with soap and water. Bring examples of several different skin medications such as Stridex and Clearsal, which may be used for blemishes. Have the school nurse identify and demonstrate various medications.

Discuss and show examples of Do's and Don'ts in skin care.

Do: Keep skin clean. Apply proper medication to blemishes.

Don't: Squeeze pimples on your face. Over expose skin to sun and wind.

SOCIAL MATURITY

Parameter: Health Services

Objective: To identify the available health services in the area.

Rationale: Good health permits the student to spend more time on the job. The practice of preventive medicine enhances the chances of regular employment. Good health enhances personality and appearance.

Activities:

1. Outline the different available health agencies in the area. Have students make notebooks of their names, addresses, and services. The class might engage in a project in which they make a booklet for the school office.
2. Field trips or speakers should be planned to introduce services at different agencies. Visits may be made to the County Health Department, the Mental Health Center, the Drug Abuse Center, and the Red Cross Office.
3. Discuss the kinds of problems which may require the aid of outside agencies. Elaborate on V.D., birth control, vacines, and free disease detection tests for diabetes and T.B.
4. Teach all students how to secure medical

attention in the city or when they are in a strange place. The city or county Medical Association, County Health Department, or the Chamber of Commerce can give information.

5. Outline major problem areas which students may encounter: health, family problems, housing, etc.
6. Invite one of the health insurance representatives such as Blue Cross-Blue Shield to come to the class for a discussion of health insurance benefits. Have students make questions in advance about individual needs. Outline sample medical costs and insurance payments for each.

Hospital room (daily)	$35.00
Insurance benefits	20.00
Medication (daily)	50.00
Insurance benefits	25.00

Compare the costs of medical insurance premiums for one year with costs of a routine three day stay in the hospital.

*It is realized that reference to V.D. (in #3) may be controversial; however, the fact that this disease is increasing nationwide is more important. Many students need to have knowledge of who, what, and where to go to seek help.

SOCIAL MATURITY

Parameter:	Sex Education
Objective:	To develop a positive self-image; to develop an understanding of the basic social relationships which are fundamental in daily living; to increase the understanding of the basic reproductive functions of the human anatomy, and to become informed about community and private agencies which offer family planning counseling services.
Rationale:	One of the major problems confronting students is a lack of adequate knowledge of the behaviors which are acceptable to the general public concerning male-female relationships. Sex education training is a vital factor in enhancing successful personal and vocational adjustment.
Activities:	1. As a starting point, listen to and discuss the general personal problems which are important to the students. Discuss the various roles one plays in life. Outline the basic adult roles in which an individual might be involved such as teacher, employee, parent, student, etc. Discuss the basic personality characteristics such as friendly,

angry, cheerful, considerate, etc. Emphasize that each individual has positive and negative characteristics.

2. The instructor should discuss the several roles in which he is involved as an individual such as teacher, parent, employee, neighbor, husband, etc. The instructor should openly evaluate his interpretations and attitudes toward his several roles, emphasizing those roles which involve male-female relationships.
3. Discuss the uniqueness of the individual as a male or female. Demonstrate the different needs of the male and female in relation to different goals in life and different outlooks on general topics. Try to emphasize the common difference such as physical build, muscular strength, emotional needs, and personal interests.
4. Present a previewed and carefully selected film or films to introduce the human reproductive system. Discuss all aspects of the film openly and use simple audiovisual aids to illustrate difficult points of interpretation. Prevailing student terminology should be used as the actual technical terminology is introduced in the discussion of the film.

Misconceptions which arise concerning exactness of terminology should not be overly emphasized during these preliminary discussions.

A. Suggested procedures for individual group discussions.
    1. Description of external organs
    2. Description of internal organs
    3. Purposes of external and internal organs
    4. Physiological and psychological involvement and sex.

Superstitions about sexual behavior which students manifest should be discussed. Personal problems and questions should be discussed and an emphasis on the responsibility for personal ethical conduct should be a central theme for the instructor. It will also be beneficial to outline the individual and community services available for informational services and counseling in the community.

5. The instructor should emphasize the serious consequences which can result from extramarital sexual relations. Venereal diseases and their symptoms and consequences should be totally discussed in addition to the social agencies available for aid and services

in the area of public health. Birth control methods should also be discussed.

6. Dating and premarital relationships should be discussed in the class. The socialization aspects of dating should be highlighted and acceptable standards and courtesies for dating should be explained and demonstrated. Aspects of behavior in dating such as going steady, petting, drinking, etc. should be discussed in relation to personal codes of ethics and responsibilities for personal behavior in society.

7. Discuss and outline the personal and economic responsibilities in marriage. Preparation for marriage should be emphasized, and the following topics should be discussed and studied through the use of examples and illustrations which capitalize on current student information and knowledge.
    a. emotional maturity
    b. financial responsibilities
    c. family involvement--attitudinal and financial
    d. living conditions
    e. family planning counseling--information concerning public services available
    f. responsibilities in the home

SEX EDUCATION

"Tips"

1. Several good films are available from the State Department of Special Education, Curriculum Division. All the state colleges and universities have film libraries which loan films. Many private companies (like Life, Inc.) have excellent films.

   Important: preview each film privately before showing in class.

2. Posterboard illustrations should be made available for all group discussions of the male and female reproductive systems.
3. Several authorities are usually available in the community to aid the instructor in sex education instruction. Doctors, public health nurses, counselors, etc. can be contacted for aid and additional information sources.
4. Excellent general references: Ann Landers - "French Kissing," and "How Far Should You Go" and the films from the Kotex Corporation.
5. To aid in preparing lesson plans, the instructor should have a supply of health education booklets available without cost through the Public Health Service and the Document Office of the U.S. Government.
6. Popular magazines contain authoratative articles about

very specific sexual problems. A teacher might well keep a file of these for her own information or for the information of specific students. It is highly recommended that a teacher obtain or review the following references:

Social Attitude Approach to Sex Education for the Educable Mentally Retarded

A Cooperative Program Involving the Iowa State Department of Public Instruction and the University of Iowa

Authors, Edward L. Meyer and Donald L. Carr

Special Education Curriculum Development Center

*Our research indicated there were several instances where students, or former students, did not complete school or left their jobs because of pregnancies out of wedlock. The instances may or may not be more or less than that found in the average population of teenagers or young adults. Nevertheless, this parameter is seen as a significant problem in regard to vocational planning

SOCIAL MATURITY

Parameter: Safety on the Job

Objective: To create an understanding of the importance of safety rules and skills in actual working conditions.

Rationale: Increased safety awareness will lead to more productive work situations in terms of man-hours on the job and will keep down hours lost due to accidents. Good safety records lead to decreased insurance costs which in turn could mean more take home pay for workers.

Activities:

1. Discuss special clothing needed in various work situations in industry (safety helmets for construction work, masks, steel-toed shoes, etc. for other work situations). If possible, show some of these items to the class during this discussion period. Have pictures of employees in work situations wearing the various articles of special clothing.
2. Stress the importance of alertness while on the job as a factor in safety (particularly where moving parts are involved).
3. Illustrate with drawings or pictures the

various hazards present on the job, i.e., moving machinery, improper clothing, sleepiness.

4. Use transparencies of workers at specific jobs. Illustrate the safety clothing. Discuss the reasons for the kinds of clothing shown.
5. Make a bulletin board of safety clothing. Illustrate the different types of clothing.
6. Prepare or use safety record figures. Prepare one for class or school.

SOCIAL MATURITY

Parameter: Cleanliness

Objective: To develop habits which lead to personal cleanliness.

Rationale: Society places a high value upon cleanliness. Students who practice personal cleanliness are more readily acceptable to peers and employers.

Activities:

1. Illustrate how to launder clothing. Take the students to the laundra-mats and do a laundry of mixed types of clothing.
2. Discuss the importance of personal body cleanliness. Stress the effects of cleanliness upon health.
3. Outline the areas where cleanliness is involved--home, school, work areas, community.
4. Provide opportunities for the students to survey school areas where cleanliness can be improved.
5. Stress the social and vocational reasons for cleanliness.

SOCIAL MATURITY

Parameter: Alcohol and Narcotics Education

Objective: To become informed of the effects of alcohol and narcotics and to become aware of the beneficial uses of drugs and the referral services available.

Rationale: The ready availability of numerous drugs and alcohol in many areas of the student culture has created a need for a realistic program of drug and alcohol abuse and the physical and psychological consequences of such abuse.

Activities:

1. Contact the local agencies responsible for drug traffic enforcement, i.e., county health department, Red Cross, county narcotics agency, local police department and mental health units and request speakers, demonstrations or films.
   a. Question and answer periods should be encouraged; a prepared list of questions organized in advance would be helpful.
2. Arrange a visit to a local pharmacy. Show many drugs on the shelf and explain their uses. The druggist should emphasize how all drug orders are prescribed by a physician and

how all are carefully recorded in a ledger. It should be emphasized that non-prescription medicine or drugs sold over the counter should not be purchased without the consultation of a druggist.

3. Compile sets of posterboard illustrations which emphasize the physical and psychological effects of various drugs on the body and mind. Example for display: Heroin--runny nose, needle marks, dilated pupils, general nervousness and incoherent behavior. These sets should be displayed over a period of time, and each effect of the particular drug should be shown individually. As more information is obtained, compile all effects onto a few major charts with the appropriate heading for the drug. Have the student demonstrate with drawings, cartoons, and other audio-visual aids some of the physical effects associated with specific drugs.
4. Demonstrate the various types of alcoholic beverages. Emphasize the alcohol contained. Show the potency of pure alcohol by igniting a few drops in a pewter dish or a similar safe container.

   Suggestion: Illustrate the external use of rubbing alcohol for beneficial healing purposes. Stress that rubbing alcohol is poison and should never be drunk. Highlight the need for safety with all bottles which contain substances which may be unknown to the student. Review the safety rules for all harmful liquids kept in the home.

5. Illustrate the social influences of the excessive use of alcohol on the individual and family. List possible reasons for heavy drinking--escape, habit, excitement, etc.--and ways to avoid the overuse of alcohol. List services available in the community for the treatment and aid for individuals and family members such as AA, Alanon, Red Cross, Public Health Department, mental health services, church organizations and family doctors. Locate and compile articles which show the extent of the alcoholic problem in the community and society. Emphasize how alcoholism affects each individual, i.e., lost time on the job, family difficulties, safety, peer group relations and general health.
6. Have the students recall various experiences related to their observations concerning the problem of drinking.

Important: No proper names should be used when examples are given. Emphasize the third person in relating personal experiences.

Emphasize the safeguards against alcoholic abuse. Highlight the influence of faulty peer group influences as a starting point. Indicate that in times of need consultation with teachers, counselors and other professionals would be helpful. Show the need to avoid establishments or locations where alcohol or drugs are purchased and consumed. Help the students to identify and select extracurricular activities which are supervised and well planned so their leisure time will be used beneficially.

7. Particular attention may be directed to the pamphlet "Know Your Drugs," distributed by the Red Cross.

SOCIAL MATURITY

Unit Samples Relating to Factor 2

Family support is always important from a psychological standpoint. It is doubtful that the educational system will be able to change homes or family situations; neither is this considered the school's direct responsibility. For work the important features are related to kinds of action involved in independent living and operation.

SOCIAL MATURITY

Parameter: Stability of the Home

Objective: To acknowledge and encourage the need for a stabel home environment.

Rationale: The student will have more stability and security in a working situation if his home en-environment is one conducive to a positive social and personal atmosphere.

Activities:

1. List the activities which happen in the home on a regular basis and the reason for this regularity.

   Examples: Mother wakes everyone at 7:00

   reason - to eat breakfast and dress before school.

   school bus comes at 8:00

   reason - to get to school by 8:15

2. Discuss who is responsible for each activity in #1. Ask why this person is responsible. Ask if another person could be responsible for this task. Outline the various accepted roles for each family member; stress the need for cooperation in fulfilling family tasks. For a home assignment, ask students to note three persons who are

most important to the home environment.

Discuss roles of each of these persons.

Example: mother - housewife
mother
father
wife
employee
companion
relatives

*Teachers should not overemphasize these roles. Many students do not have both parents in a home and that concept is foreign to them.

SOCIAL MATURITY

Parameter: Home Responsibility

Objective: To promote responsibility in the home which will lead to increased responsibility on the job.

Rationale: The acceptance of responsibility in the home often stimulates the student to accept responsibility when employed. The students should be encouraged to carry out responsibilities in the home without supervision.

Activities:

1. List as many home responsibilities as possible which are performed by the students. Write these duties on cards and act out each responsibility while the rest of the class guesses what is being portrayed. Have several students demonstrate how they perform similar tasks.
2. Discuss the importance of learning and practicing jobs in the family which may lead to employment at a later date. For example: basic food preparation and food services can be emphasized; however, the instruction and supervision in this area will depend upon the facilities which are available.

3. Define the household tasks which are done on a weekly basis. Discuss major responsibilities for the various tasks around the home such as dishwashing and feeding the dog.
4. Make a list of the student's daily needs such as clean clothing, wholesome food, etc. Ask the student who is assuming responsibility for these tasks. Suggest that the student take over one of the tasks that someone else in the family now has to perform. Give the student an opportunity to report on the reactions of other family members as he completes the new task at home.

SOCIAL MATURITY

Parameter: School Responsibility

Objective: To increase responsibility in school tasks which will lend to greater reliability on the job.

Rationale: The school setting is similar to the job setting in ways which promote responsibility. The development of responsibility at school can help the student become better able to assume responsibility at work.

Activities:

1. Assign the student specific responsibilities in the classroom. Make cooperation and punctuality desirable goals.
2. Make jobs in the classroom desirable by rewarding students for completing assigned work in the classroom. Students could make a list ranking the jobs in the order of desirability, and they could choose rewards for each job on the list.
3. Ask students to name the people whose positions carry responsibility in the school. Pair these jobs with a job of similar responsibility in a bakery, on a construction project, et.

4. It is important that each student assume the responsibility for his own belongings, such as pens, pencils, notebooks, coats, gloves, etc. Assign each student an area to store his own belongings. Be sure that the location is convenient and that all belongings are arranged neatly. Carrying out a particular task at a given time is particularly important.

SOCIAL MATURITY

Parameter: Initiative in the Home

Objective: To develop initiative in the home which will lead to more initiative when the student reaches a job situation.

Rationale: Initiative in the home can lead to initiative on the job. Creativity and new ideas are always in demand in the business world; however, creativity and new ideas must be cultivated and encouraged.

Activities:

1. Ask students to make a list of minor repairs which need to be made around the home such as, fence painting, varnishing a small piece of furniture, repairing a sofa cushion or landscaping. Ask students to bring a portable item in need of repair to class. Set aside class time to repair all the items brought.
2. At home students could repair one non-portable item each week. It should be stressed that the repair work in the home should be the student's own idea and should be carried on by the student.
3. Encourage students to think of one helpful or enjoyable activity to do when classwork is done.

Examples: draw, straighten library books. Carry this activity over into a home assignment, and ask students to tell this home activity each morning.

SOCIAL MATURITY

Parameter: Sense of Responsibility

Objective: To develop a sense of responsibility which will enable the student to be dependable in all situations.

Rationale: A sense of responsibility is necessary in all job situations. It is important that students are dependable and reliable in accomplishing job responsibilities.

Activities:

1. Ask students to list all responsibilities assumed at home and at school. Help students see relationships between home and school responsibilities by connecting similar responsibilities in the home and school column.

   Examples:

home	school
Wash dishes	Keep classroom neat
Help in kitchen	
Keep bedroom neat	

2. Lead the class in a discussion concerning the relationships of the above activities. Help students understand that all jobs involve some responsibility.
3. Ask each student to list some job with which he is familar (perhaps his father's

job). Under the job heading, list as many responsibilities as possible which must be assumed by the job holder. Have the students read each list and note the similarities in the jobs.

4. Let each student choose a new but simple responsibility in the home. The student should assume this responsibility for a long period of time, such as one or two months. At the end of this period, discuss the results.

SOCIAL MATURITY

Parameter: Family Support

Objective: To realize the importance of supporting a family and the responsibilities involved in family living.

Rationale: All students may be faced with the responsibility of supporting a family. It is important that each student be aware of this fact and that each be prepared to assume the responsibility when necessary.

Activities: 1. Each student should write the name of the person who supports his family on an index card and turn this in to the teacher. The teacher may compile a list of the various family members and write this list on the board. Point out to the students that not only fathers and mothers support families, but also uncles, brothers, etc. Discuss instances where more than one family member is necessary, such as large family in times of sickness, etc. (This should not be done with all groups depending on their backgrounds. Some children have no family and no wage earner.

2. List a large number of occupations suggested by students. Sort the occupations into groups--one group of jobs which can support a family, one group which cannot support a family. Discuss reasons for placement in each category.
3. Ask each student to list a few occupational choices of personal interest. Review the choices and discuss with the students the occupations of their choice which are able to provide adequate family support. Ask students why they are interested in each occupation and encourage interest in those occupations which could enhance self-respect.

SOCIAL MATURITY

Unit Samples Relating to Factor 3

Personal and social skills are associated with those interpersonal factors involved in working and communicating with people. These will, of course, be related to work situations. It is cautioned to the reader that the following parameter should not be interpreted as a study of "good manners." Emphasis should be placed upon practical and realistic characteristics found in job situations.

SOCIAL MATURITY

Parameter: Handling Criticisms

Objective: To demonstrate the ability to cope with criticism on the job.

Rationale: The ability to accept criticism and to understand that criticism is necessary for personal imporvement will help these children cope with life. Job success is important ot the student in personal development, and it depends to some degree on the acceptance of criticism.

Activities:

1. Through the use of a classroom drama have the students act out appropriate and inappropriate ways of handling criticism. Example: Have one student be the employer, another the employee. The employer will criticize the work of the employee, the employee shows the correct way of handling the criticism. Other students could show the incorrect way of handling criticism. The class can discuss the difference between the two situations and learn that accepting criticism can help the employee become a better worker.
2. Discuss the use of an employee rating scale

that is sometimes used by employers to constructively criticize their workers. Have the students list areas of performance in which they feel they should be evaluated in work situations.

3. Have a personnel manager of some company of business talk to the class on how he uses criticism in working with his employees.
4. Discuss difference between "hen-pecking" criticism and constructive criticism.
5. Explain what solutions can be found and used if one encounters blantently unfair or cruel treatment.

SOCIAL MATURITY

Parameter:	Ability to Adjust
Objective:	To demonstrate the ability to adjust to different situations encountered in daily activities.
Rationale:	The ability to adjust is important in the home, school, and occupational setting. The roles of the individual (as well as the tempo of the setting and the emotional climate) vary in each atmosphere. In order to become a well-balanced person, the appropriate adjustments must be made.

Activities:

1. List on the board the possible roles played by the students at home, at school, at work. Obtain the roles from student suggestions.

   Example:

Home	School	Work
child	student	bus boy
baby-sitter	baseball player	groundskeeper

   Discuss the above roles and relate them to the setting. Point out that each role may be important in several settings (boyfriend comes under Home and School). Ask if the roles are voluntary or involuntary (child is an involuntary role, baby-sitter may be voluntary.

2. Ask if students have difficulty in changing roles, such as from a leisure-time acquaintance to bus boy. Discuss the reasons for the necessary adjustments. Example: If the student continues to act like a leisure-time-acquaintance when he is at work, he may not be able to perform all his duties and may be replaced by a more effective worker.
3. Discuss the meaning of work pace with the students. Give examples of different paces shown at home, such as leisure time spent watching TV, and the hurry and rush when the school bus approaches. Indicate to the students that some homes always run at a leisure pace and that other homes are twice as active. Carry out similar discussions which involve the tempo set at school and on various occupations.
4. Ask students in which situation they feel the most comfortabel, one with a slow tempo or one with a fast tempo. Emphasize to the students that some people are more active than others and that some people feel more at ease in a faster moving activity.
5. Discuss various emotional climates with students by asking how they feel before a big ball game. Also discuss the various ways

the attitude of the boss can effect the work situation, such as an unapproving boss may lead to tension on the job. Discuss how one's preconceived notion of another person may effect the way a person treats the other person.

SOCIAL MATURITY

Parameter: Acceptable Manner of Interpersonal Interactions

Objective: To aid students in understanding the necessity of working well with and cooperating with other persons in daily living.

Rationale: The ability to cooperate and work well with other persons is essential for successful employment. These concepts should be stressed in classroom interactions.

Activities:

1. Discuss the need for people cooperating with each other both on and off the job.
    - A. One the job--steady work flow, getting job tasks completed, each job situation being part of the whole task, meeting a deadline, etc.
    - B. Off the job--sharing cleaning responsibilities at home (taking out garbage, washing and drying dishes, washing car, etc.), thinking of others in sharing the bathroom at home, etc.
2. Role playing - Act out scene in store: cooperative cashier, uncooperative buyer then uncooperative cashier, cooperative

buyer. Let the class see the importance of both the buyer's and cashier's cooperating.

A. Act out scene in industry. Let two students work uncooperatively side by side and let two students work cooperatively side by side. Make sure the students see that the two cooperating get more work accomplished and in a better manner.

3. Ask that each student observe people in stores the next time that they shop to see if cooperation is evident. They may also observe family and friends in social interactions to see how they are reacting to each other.
4. Have the students discuss in class what they observed and how interactions could have been improved.
5. Practical applications in the classroom. Stress how taking turns, offering to help others in the work, showing patience, etc. can be accomplished by everyday interactions in class. Set aside a week for the class to "watch" others in the things they say and do to each other. If this does not interrupt normal classroom flow, discuss the actions when they occur.

SOCIAL MATURITY

Parameter: Patience

Objective: To contrast patience and impatience and to relate each to behavior which is acceptable or unacceptable by peers or employers.

Rationale: The ability to be patient is a necessary prerequisite to successful employment and community living. Emphasis should be placed on practicing patience in order to better develop the concept.

Activities:

1. Discuss the meaning of the word patience with the class. Have them name some situations in which patience is necessary. Examples: waiting in line, waiting to speak. Have them discuss why patience is necessary.
2. Discuss ways of coping with waiting periods. Ask students to suggest individual activities which can be used to improve patience. Suggest carrying paperback books to pass waiting time.
3. Exhibit patience with students. Point out ways students can be patient with other students, such as sitting quietly while other students finish an activity, listening without interrupting.

SOCIAL MATURITY

Parameter: Minding Own Business

Objective: To understand the importance of attending to personal affairs in a business situation.

Rationale: Work situations demand concentration and personal discipline. Students must learn to attend to their own responsibilities in the work situation.

Activities:

1. Through the use of a classroom drama the students can act out an employee attending to the affairs of someone else on the job. Following the role-playing activities the students can discuss the outcome and see why it is to their benefit to mind their own business.
2. Use filmstrips and slides showing employees working at various occupations. Discuss reasons why it is important to keep your mind on your work. Personal attention to a duty can benefit the student.
3. Discuss the difference between being helpful to a fellow worker when he asks for advice and being interfering.

SOCIAL MATURITY

Parameter:	Reacting to Evaluations
Objective:	To react positively to evaluations and to understand the need for constructive criticism.
Rationale:	Students are constantly being evaluated. It is important that the reasons for evaluations be understood and that evaluations be considered related to beneficial self-improvement.

Activities:

1. Before student evaluation reports are sent, ask if students know the purpose of these reports. Discuss the grading system used. Ask how students feel about these reports.
2. Discover how students evaluate the above items and people in their daily lives. Present their observations to the class. Examples: Opinions on TV shows, movies. Ask why students evaluate the above and make comparisons with personal experiences.
3. Make a list on the board of people who evaluate students such as parents, friends, employers. Ask what each person evaluates about a student.
4. Encourage a discussion as to whether all evaluations are critical or constructive.

Discuss what composes a fair evaluation and who is competent to evaluate the student in an area.

5. Talk favorably to the students about the merits of constructive criticism. Explain the necessity of this type of criticism and discuss the most appropriate reaction to constructive criticism. Explain the relationship between beneficial criticism and self-imporvement.

6. If negative criticism is given, have the students stress first the good things and then the things that could be improved. Always try to emphasize the positive approach in all discussion relating to self-improvement.

7. The following are often used evaluative items;

	Satisfactory	Unsatisfactory
Attendance	___	___
Perserverence	___	___
Quantity	___	___
Quality	___	___
Response to Supervision	___	___
Endurance	___	___
Judgement	___	___
Rate of Progress	___	___
General Work Habits	___	___

SOCIAL MATURITY

Parameter:	Loyalty
Objective:	To develop an understanding of loyalty and its application in employment.
Rationale:	Loyalty for the home and school can lead to loyalty for the place of employment.

Activities:

1. Discuss with students the meaning of loyalty. Use filmstrips and tapes which convey the meaning of loyalty in an understandable way.
2. Discuss why loyalty to a place of business is necessary for happiness and efficiency.
3. Have students make a list of how employees can show loyalty in the place of employment.
4. Discuss with students the benefits of being a loyal employee such as: success on the job, promotions, and monetary gains.
5. Discuss the following:
    - Buying company products
    - "Knocking" products
    - Waste in company
    - Pollution vs. Economy

SOCIAL MATURITY

Parameter: Understanding Work

Objective: To become acquainted with the world of work through an understanding of how businesses provide services and wages for their employees by making a profit and by improving their products and productivity.

Rationale: Each business has its own set of purposes and goals which influence employment relations. Students should know the basic organizational reasons and the economic reasons for their task assignments and each should understand that the payment of wages is dependent upon the cooperation and efficiency of all employees and employers.

Activities:

1. The student should be shown examples of different products made by local concerns. A classroom display can be made, and the students can identify the local business with the product shown. The types of jobs offered by each business can also be highlighted at this time.
2. A fairly simple product should be introduced and the steps followed in producing the

product should be outlined as follows:

A. creation of the idea for the product
B. designing the product
C. manufacturing the product
D. selling the product

3. Set up a "company" in the classroom and produce a simple product following the steps outlined in Activity 2 above. Examples of products include: soap bar figurines, T-shirt emblems, toothbrush rings, personalized paper plates, matchbook holders, etc. The students can organize a business enterprize and follow the development of the product from the design stage to the selling stage.

4. After the product has been assembled and sold (or displayed), omit one of the steps involved in manufacturing the product and determine if the students can locate the missing step (example: selling the product). Explain why all factors in production must be in evidence for success in business.

SOCIAL MATURITY

Parameter: Decision-making

Objective: To enter into the decision-making process as it relates in the world of work and personal behavior.

Rationale: The ability to make decisions regarding one's self and others is a necessary pre-requisite for successful employment. Emphasis should be placed on making one's own decisions instead of relying on others in most every day incidences.

Activities:

1. Find out what decisions students make at home. Ask students to name decisions which are appropriate for students to make. If the list is reasonable, encourage parents to let students make these decisions.
2. Give opportunities in the classroom for the students to make decisions concerning their subjects.
3. Ask students to name major decisions which involve lifetime results. Examples: marriage, choice of occupation.
4. Arrange situations within the classroom so that students can become involved in making

decisions. Example: scheduling field trips and choosing a variety of materials for different class projects.

SOCIAL MATURITY

Unit Samples Relating to Factor 4

General social skills are important particularly in job holding parameter of work. Emphasis should be placed on the practicality situations and not on moral judgements.

SOCIAL MATURITY

Parameter: Beneficial Socializing Activities

Objective: To discriminate among and to utilize socializing activities.

Rationale: The students should develop a knowledge of appropriate socializing activities in which they may participate during leisure time.

Activities:

1. Discuss possible "good" activities in your community that would be available for participation. Examples: bowling, swimming, movies, recreation centers. Make a list of these activities and where one would go to participate in these activities.
2. Plan and execute a party within the classroom. Appoint committees to work on various activities involved, such as refreshments, music, games, etc. Have the students evaluate the party with suggestions for changes should this activity be repeated.
3. Have students collect motion picture advertisements from the local newspaper. Discuss the information found in the

advertisement (time, place, price). Discuss possible rating scales (G, GP, M, R, and X). Discuss these ratings, their meanings, and the restrictions involved.

4. Make a list of possible leisure activity games that may be utilized by one or two individuals. Provide these games in the classroom and utilize free time to allow participation.

SOCIAL MATURITY

Parameter: Cheerfulness

Objective: To demonstrate personal characteristics of cheerfulness and promote qualities which lead to acceptable socialization.

Rationale: An important factor in socialization is the quality of cheerfulness. This area must be stressed to create positive interpersonal relationships.

Activities: What is cheerfulness?

1. Discuss the virtues related to being cheerful. How does being cheerful affect peers, teachers, employers, etc.? Ask how this virtue would be a positive influence on job related activities.
2. Discuss when cheerfulness should be expressed or when it is appropriate. Discuss this virtue through various situations. What type of cheerfulness would be involved at:
    - A. a party
    - B. a football game
    - C. a meeting of the student council
    - D. a funeral
    - E. church

F. at home

G. on the street

H. at "happenings"

3. Read and discuss a story involving cheerfulness. How did this virtue of being cheerful affect others in the story?

4. Compare being cheerful with expressions of sympathy or sadness. When is each appropriate and how should these emotions be displayed? An important feature of appropriateness is the ability to "size up" the situation at a given time with regard to moods. This might be a good time to discuss the proper mood under a prevailing circumstance, e.g., at a party (wet blanket); at a serious meeting; when an employer is talking to a group about operations of the business, etc.

SOCIAL MATURITY

Parameter: Even-Temperedness

Objective: To realize the importance of one's ability to remain even-tempered and its relation to social and occupational situations.

Rationale: The opportunities for acceptance among peers and employers depends upon the ability of the student to be able to maintain even-temperedness.

Activities:

1. Ask students to define even-temperedness and to discuss its relationship among peers, adults and employers. Illustrate synonyms for even-temperedness.
2. Ask students for personal experiences related to loss of temper. How did this affect the individual? How did this effect his peers, adults, or employer? How did he feel when he lost his temper?
3. List reasons for loss of temper. Discuss ways to overcome or to avoid these occasions. In what other ways could such situations be handled?
4. Discuss appropriate means of venting anger at home, at school, on jobs, etc.

5. Provide opportunities for role playing involding situations where even-temperedness would have a positive reaction on the other people involved. Provide situations illustrating loss of temper and its affects on individuals involved. Many sports activities as seen on TV or in high school offer a convenient entry into discussion of tempers. It might be pointed out that rarely does loss of temper win games or events. In individual sports like golf, bowling, and track, this seems particularly true. How do teammates feel when a team member loses his temper? What effect does this have on them? How does the loss of temper effect a job situation?

SOCIAL MATURITY

Parameter: Feeling Adequate

Objective: To help students feel adequate to their peers at work.

Rationale: It is important that students feel competent in a variety of activities. Students need exposure to a multitude of situations in order to feel adequate in the home, the school, and the community.

Activities:

1. Have students define the meaning of the word adequate. Present examples of individuals who have felt either adequate or inadequate and how it affected their overall performance.
2. On the board list one task the student feels he can accomplish. Discuss the list and ask each student to choose one activity he cannot perform which would be a reasonable accomplishment for him. Select an appropriate length of time for each student can carry out the task with a feeling of adequacy, ask him to demonostrate the competency for the class.
3. Make a list of various activities which the

student would like to adequately perform. Discuss ways that these competencies might be achieved: realistic goal setting, steps involved, practice, lessons, etc. Follow up these activities over an extended period of time.

*This parameter is closely related to the idea of self-concept. If a person feels he is good, the chances are he will do well.

SOCIAL MATURITY

Parameter: Moods (handling and understanding of)

Objective: To help the student to understand and evaluate various mood classifications and their effects on society.

Rationale: Moods are a prevailing factor for social acceptance in a complex society. Moods can provide either a positive or negative reaction on peers, adults, and employers.

Activities:

1. Discuss moods in comparison with specific emotions. Conduct a class discussion about reasons for moods and the length of moods. Such areas as how the attitude of others may affect the mood of a particular individual should be discussed. Discuss how personal problems may affect moods. Give examples of how teacher moods might affect classroom performance and vice versa. Illustrate the different moods associated with sickness, arguments, winning a game, etc.
2. Discuss moods of various situations utilizing pictures brought by students of the following:
    A. church

B. ball game
C. classroom
D. parties
E. funerals

3. Identify:

Anger vs. Mad
Sorrow vs. Grief
Sympathy vs. Sad

SOCIAL MATURITY

Parameter: Protocol

Objective: To suggest acceptable protocols in business organizations and job performance.

Rationale: Most businesses have established definite protocol procedures to be utilized on the job. The student should be able to discriminate effective behavior for beneficial work relationships.

Activities:

1. Make two (2) wall charts exhibiting an organizational structure of the state governmental offices and one of a typical business structure. Compare the two and show the relationship of each. Describe the chain of command and responsibilities associated with each position.
2. Elect or appoint officers in the classroom and make a sample organizational chart describing responsibilities and duties of each position.
3. Review the correct procedure for introductions at all age levels and positions. Role play different occasions and positions in introductions. Have each student

continue this activity until each is proficient at introductions. (Do not make this a study of manners.) This is not seen as a problem of "politeness," but is a problem of specific situations within business practice.

SOCIAL MATURITY

Parameter: Ambition/Initiative

Objective: To stress the importance of an individual taking initiative and establishing goals for particular ambitions.

Rationale: Before a student can complete successfully on the job, he must develop rational ambitions and initiative.

Activities:

1. Ask students to make a list of goals on which they will be working for self-improvement. Each student should be able to explain the reasons for working toward each goal to the class. From this activity have each student define ambition and how it relates to his own goal.
2. Discuss examples of well-known individuals who seem to be ambitious. Discuss or list their characteristics and discuss how these characteristics enabled these individuals to accomplish these goals.
3. Discuss and give examples of the importance of ultimate goals. Investigate some ultimate goals which may be obtained by the students. Stress the necessity for

establishing a series of short-term goals which lead to the acquisition of ultimate goals.

4. Ask students to give examples of initiative and tell why initiative is important. Find other synonyms for initiative.
5. Ask the students to look for one example of initiative during the school day and to be prepared to tell each example at the end of the day. For homework, have students find examples of initiative at home, businesses, community, etc.
6. Have students try to exhibit initiative during the day. Try to explain the ways initiative was utilized and why the individual choose that activity. Explain how even the simpliest of tasks require constant initiative and concentration of success.

SOCIAL MATURITY

Parameter: Willingness

Objective: To identify the virtue of willingness.

Rationale: Success on a job depends upon a student's willingness to accept additional responsibilities. The student must be flexible enough to adjust to such additional duties as deemed necessary by the foreman or supervisor.

Activities:

1. This activity should be integrated into the total school curriculum. Experiences should be made available for the student to accept responsibilities after completion of one task. Stress the necessity of accepting these new duties, even though they do not seem related, so that the student can prepare himself for later job experiences which require personal flexibility in relation to various task assignments.

*In many instances, former students (EMR) have shown an unwillingness to do something else connected with a job when they have been told that their specific job is, for example, to clean the floors. When a student is asked to carry some boxes to another part of the building, he may not perceive this as part of the total job and may rebel. Part of the problem seems to be the inability to conceptualize a total responsibility. This, however, should not encourage exploration.

SOCIAL MATURITY

Parameter: Cooperation

Objective: To familiarize the student with the elements of cooperation in relation to work standards and peer relationships.

Rationale: The ability to cooperate with people on or off the job is an important factor in personal and work success. Cooperation enhances adjustment, promotion and flexibility in a working situation.

Activities:

1. Ask each student to make up a situation which shows cooperation in a school, work and/or community setting.
2. Have students keep a list of acts of cooperation which they have observed in the classroom or community. Read this list in class and discuss what the class can do to imporve it.
3. List accomplishments which students think were done entirely by one person. Discuss how many people really helped to accomplish this task. Teacher may begin discussion by giving a personal experience.
4. Read several short stories or fables which show the effects of cooperation. Ask

students to point out the individuals who exhibit these characteristics.

SOCIAL MATURITY

Parameter: Forgetfulness

Objective: To minimize the aspect of forgetfulness on the learning process of the student.

Rationale: Forgetfulness creates undue problems and stress on peers, adults, and employers. The student needs to understand the consequences of forgetfulness and its effect on job performance.

Activities:

1. The teacher could forget some routine activity such as roll call, lunch money, or going to lunch on time. (It may be necessary to make arrangements ahead of time if these activities are to be delayed.) Discuss with the class the consequences of this forgetfulness.
2. Ask the class what can be done to help eliminate forgetfulness. Examples are making lists, not planning too many activities, budgeting time, etc.
3. For several days, ask if students have forfotten anything, such as lunch money, homework, pencils, etc. Determine what the consequences of the actions were.

Suggest that students make a list before going home each day which states all that is to be remembered for the next day. Give students time to make their lists each day.

SOCIAL MATURITY

Parameter:	Infantilism
Objective:	To reduce the students' behavior of infantilism so as to increase work proficiency.
Rationale:	Infantilism, or acting childishly, may be a factor resulting in dismissal of a student from a job or specific task. Reduction of infantilism traits enhances proper social acceptance.

Activities:

1. Discuss the meaning of infantilism with the class. Ask if students know of examples of persons who act in a childish manner. List characteristics of this behavior and how one would avoid them.
2. Ask students to name the disadvantages of acting infantile.
3. Divide the class into two groups and present each group with a familiary activity, such as riding on a bus, shopping in a grocery store, etc. Ask each group to portray the situation having one character who acts infantile. The observing group should try to guess which character is acting infantile. What characteristics

did the individual exhibit? How did this affect his peers? the adults? his employer?

SOCIAL MATURITY

Parameter: Attitudes

Objective: To encourage students to adopt a positive attitude in relation to work situations at home, school, and in the community.

Rationale: The development of a positive attitude toward work is a necessary pre-requisite for successful placement and job competencies.

Activities:

1. Explain to students that it is necessary to think highly of oneself before others will reflect a positive attitude. This discussion could evolve from a recent experience of one of the students.
2. Ask students to think about attitudes toward themselves and to suggest ways of imporving these attitudes, such as changing some aspect of physical appearance or behavior. Have each student make his own personal list of ways that he might improve his attitude.
3. Discuss a character on television who exhibits specific attitudes in the role they play. Example: Archie Bunker in All in the

Family, a character in a well known soap opera or other program.

4. Discuss the effects that a negative attitude might have in regard to job placement. Why would a positive attitude enhance success on the job?

SOCIAL MATURITY

Unit Samples Relating to Factor 5

The kinds of emotional modification reported here are not unlike most situations found in work. The emphasis, however, needs to be placed on "style" of operation. How one handles himself in a given situation is curcial.

SOCIAL MATURITY

Parameter: Respect

Objective: To show respect to deserving persons and to exhibit self-respect at all times.

Rationale: Respect is necessary in order to develop a cooperative working relationship. Self-respect may be an area which is unfamiliar to most students.

Activities:

1. Define respect in a classroom discussion which involves all students. Divide students into small groups to make up their own definitions of respect as it applies to the school, job, or family situation.
2. Ask students to list two or three persons who are deserving of respect. Ask students to think about why these people deserve respect. List characteristics on the blackboard possessed by people who are respected by the students.
3. Have students bring pictures of respected people from magazines, newspapers, etc. Group pictures according to the reason for showing respect. Example: diplomat, athlete, artist, etc. Make a bulletin board using these pictures.

4. At the end of the class period, ask students to list the ways respect was shown for others during the class. Also list the ways disrespect was shown. Compare the two lists. This activity may be repeated several times at intervals to determine a change in the awareness of respect as shown by the students.
5. Discuss the meaning of self-respect with students. Ask students why respect is important.

SOCIAL MATURITY

Parameter: Courtesy

Objective: To demonstrate courtesy to persons encountered in daily activities.

Rationale: In order to be accepted in the community, the student must exhibit daily courtesies in all activities.

Activities:

1. Ask the sutdents to suggest times, places, or situations where courtesy is important. List these instances on the board. Help students understand (as they look at the board) that courtesy is always important.
2. Exhibit in a role playing situation the daily courtesies which may be voiced.
3. Act out the courtesies which are shown by physical action such as shaking hands and rising when approached by an older person. Ask students which courtesies are shown to members of society. Example: let someone else go first.
4. Discuss courtesies shown in the home and ask for examples such as saying "thank-you" to the mother for her help in all areas.

5. Name areas of employment which require a courteous attitude. Ask why. Example: any occupation which deals with the public.

*It must be realized that in some situations the very act of politeness could be considered as negative with his peer group. This is acquiesence to the establishment. Here we are talking about a respect associated with those courtesies given to customers and deserving people in and out of the immediate work complex.

SOCIAL MATURITY

Parameter: Confidence

Objective: To demonstrate through personal interactions in the school and community donfidence in self.

Rationale: The student must interact with society. To do this effectively one must have enough self-confidence to be secure in his role in society.

Activities:

1. Discuss the meaning of self-confidence with the class. Ask if students have self-confidence in any particular area. Ask if anyone would like to tell of areas of self-confidence or experiences involving self-confidence.
2. Talk about acts which lead to loss of confidence. Ask students for specific examples. Discuss the consequences of a loss of confidence. In discussion stress the difficulty of rebuilding the feeling of confidence once that confidence has been destroyed.
3. Set an hour aside during which all interactions will be on a positive level. At the end of the hour, the students should

discuss the result of the positive approach in dealing with daily living. Set an hour adjacent to the preceding activity during which interactions will be on a negative level. At the end of the hour, the students should discuss the results of the negative approach in dealing with daily living. Compare the positive hours' activities with the negative hours' activities. Relate the comparison to self-confidence.

4. Discuss the meaning of confidence in others with the class. Ask the students to name people worthy of confidence. Ask what characteristics these people possess. Discuss the various reasons given for having confidence in someone.
5. Ask for names of several people who have confidence in students. Also ask what each student has done to gain the confidence of each person named. Ask what people the students have confidence in. Discuss the characteristics of these people. Compare the lists.

SOCIAL MATURITY

Parameter: Appropriate Aggressiveness

Objective: To exhibit appropriate aggressiveness in all situations.

Rationale: Students hsould know that a certain amount of positive aggression is necessary in all situations. The amount of aggression shown shares equal importance with whether the aggression is positive or negative.

Activities:

1. Ask two or three students to act out pushing in the cafeteria line or at the water fountain. After the incident, ask the class to tell what they observed. Discuss it and why this was positive or negative aggression. Discuss what constitutes both types of aggression. Help the students understand that a certain amount of positive aggression is necessary in all situations.
2. Exhibit role playing of a person who is seeking employment. Have the student who is desiring employment act timid, quiet, and non-committal. In a second scene, have another student show enthusiasm for securing

the job and express confidence in carrying out the tasks which are to be performed. The teacher may need to be the person seeking the job to introduce the students to the concept of being appropriately aggressive.

3. Following the above activity, ask the students which individual would probably be hired and why he would be hired. Discuss all reasons carefully.
4. Repeat activity "b" with as many students as possible who want to participate in role playing.

SOCIAL MATURITY

Parameter:	Understanding Luck
Objective:	To understand that luck is not a factor in most situations.
Rationale:	Luck is relatively unimportant in modern society. Luck is usually made through good work habits and perserverance. Students should be discouraged from depending upon luck.

Activities:

1. Let the students name things which happened because of luck. Point out the real situation and the reason for its happening. Let the students suggest reasons for happenings other than luck.
2. Ask students to bring advertisements or contest blanks from magazines and other sources. Look at the entry blanks carefully with the students. In a class discussion, try to help the students understand that a very few people are ever awarded anything through these campaigns. Explain that companies have contests in order to advertise and let the class

discuss whether advertising or public benefit is the real reason for these contests.

3. Ask if any student considers himself "lucky" or if he knows of someone who is "lucky." Ask what qualifications are possessed by a "lucky" person. Lead the discussion to show that the "lucky" person usually brings luck upon himself through his own actions.

*According to our research, luck is many times perceived by the EMR student as a type of "favoritism." Luck is an abstract happening. The primary concern here is to help the student understand that one cannot depend upon luck; that "luck" is not consistent.

SOCIAL MATURITY

Parameter: Social Grace

Objective: To develop ease in meeting new people and to face new situations through conversations.

Rationale: When meeting people, a student's behavior must meet acceptable standards.

Activities:

1. In a role playing situation, guide the correct introduction of friends. Have each student participate in this activity until confidence is shown in introductory situations.
2. During classroom activities, emphasize courtesy and friendliness to the students. Speak to each student and say please and thank you often. Ask students if the social kindnesses shown are noticed. Ask the students to recall any social graces noticed during the day.
3. Divide the class into groups and ask each group to make up a situation (or assign situations) such as meeting potential employers, welcoming people in the home, and other social situations. Give the students time to practice the activities and have

them act out each situation for the class. The students observing could then offer suggestions in each activity.

4. Ask the telephone public relations department to bring telephones to the class. In role playing situations, arrange telephone conversations and demonstrate proper methods for answering the telephone and for taking messages for others. The students observing could then offer suggestions about improving telephone courtesy.

SOCIAL MATURITY

Parameter: Consideration for Others

Objective: To demonstrate consideration for others in all activities.

Rationale: Consideration for others is important in all interpersonal relationships.

Activities:

1. Ask the students to define consideration. Discuss the meaning of consideration as it relates to the home, school, and work environment. Ask students if there is any situation where consideration for others is not necessary.
2. Make a large chart of the ways that students within a classroom situation can be considerate of each other. Let each student make a chart for personal use. At the end of each school day ask the students to evaluate themselves on the charts. If the students so desire, the total evaluation can be placed on the large chart and the consideration of the total class may be noted. The students may set a goal for the entire class and see the progress as it is recorded on the large chart.

3. For a home assignment, the students should observe acts of consideration while traveling to and from school. Traffic observations may be included in these acts.
4. List ways that students feel others consider them. Discuss each example and the reason for the consideration.

SOCIAL MATURITY

Parameter: Caution

Objective: To encourage students to exercise caution in occupational and social situations.

Rationale: Employers require employees to exhibit caution in making decisions and in safety factors.

Activities:

1. Refer to factor 1 (Personal Appearance and General Health Habits) and the Parameter on Safety on the Job.
2. Have students relate experiences on decision-making processes. How did student arrive at decision? What factor intervened during decision-making provess? What were the possible results if a hasty decision were made?
3. Present problems of an occupational nature that require decision making. Have the student arrive at conclusions concerning these problems. At the conclusion of the task, show and discuss the results of a hasty decision. Then discuss the problems that were thought through in their entirety.

SOCIAL MATURITY

Parameter: Honesty

Objective: To instill in the student knowledge of honesty and its relation to peers, adults and employers.

Rationale: It is necessary for students to realize the importance of honesty in all phases of life. Honesty on the job is a prerequisite for job retention.

Activities:

1. Ask students to help define honesty in the classroom, on the job, and in the community. Define dishonesty.
2. Have students bring pictures of persons acting in honest and dishonest ways. Arrange the pictures according to acts and discuss the acts with the class.
3. Lead the class in a discussion of tempting situations which may lead to dishonesty such as leaving keys in car, leaving money lying around, etc. Make a list of these situations. Ask students to suggest ways to avoid causing others to be placed in a situation which may lead to dishonesty.
4. Ask students if any relationship is seen between cheating in the classroom and

stealing. Emphasize that cheating is stealing from others.

5. Act out a situation with a student in which the teacher is caught in a lie. Explain to the students that one lie usually leads to another and show this in a role playing activity.

SOCIAL MATURITY

Parameter: Reliability

Objective: To impart knowledge of the effects of reliability and its relationship to successful employment.

Rationale: Reliability in employment is a major determinant in job success. This positive interpersonal relationship is a primary factor in employment.

Activities:

1. Discuss what it means to be reliable. Also discuss the characteristics of a person who is reliable. The teacher may be used as an illustration of this characteristic. Ask students to suggest others who are reliable.
2. Ask students why it is necessary to be reliable in a classroom situation or in a work situation. Ask students what can be done to be more reliable. For example, by being on time or by behaving consistently.

SOCIAL MATURITY

Tips

Competencies

Materials

Unit Titles

SOCIAL MATURITY

"Tips for Teachers"

1. If it is known that certain students do not have the opportunity to maintain minimal personal hygiene standards at home, schedule personal hygiene activities on a weekly basis.

   Example:

Monday	Tuesday	Wednesday	Thursday	Friday
Bath (when necessary)	Wash clothes	Wash hands	Wash hands	Wash hands
Hair care	Wash hands and face	Hair care	Hair care	Hair care
Fingernails	Hair care	Fingernails	Fingernails	Fingernails
Brush teeth	Fingernails	Brush teeth	Brush teeth	Brush teeth
	Brush teeth	Special skin care	Mend clothes	Clean shoes
				Special skin care

2. Prepare a chart which lists current events in the school and community. Post the chart and keep current. Show the students where the events are being held and how to purchase tickets, find transportation, dress appropriately, etc.

3. Check periodically to make certain all students have had their required shots for immunization.
4. Use pictures from magazines to demonstrate in a role-playing situation the various positive and negative aspects of characteristics such as cheerfulness, anger, forgetfulness, infantilism, willingness, etc.
5. Plan contests which involve meeting the public. Example: selling magazine subscriptions, selling class-made articles, interviewing school personnel, collecting ads for a room newspaper, etc.
6. Read and discuss with the class current newspaper articles which illustrate honesty, honor, heroics, success, confidence, etc. Stress the positive virtues in the selection of articles.
7. Post and keep current a chart entitled: "New Jobs In Our Town." Try to keep the list within the range of expectations for the class.
8. Reproduce or create enlarged copies of Social Security cards, birth certificates, driver's license, different application forms, etc. Place the enlarged copies where they can be readily seen and review periodically their purpose, data, and need.
9. Post a rate chart for travel by bus, train, or cab within the local area so students can see the different costs for various modes of transportation. Example:

City	Distance	Transportation	Cost
Jackson	1 mile	bus	$ .35
Jackson	1 mile	cab	1.45

10. Have students bring pictures from magazines, newspapers, etc. of individuals they respect. Post the pictures and beneath each picture list the qualities which the students have selected to indicate the reasons why the individual was chosen. Example:

    Arnold Palmer: skilled athlete, good father, friendly,
    Curtis Sifford : polite, patient, etc.

11. Prepare an individual check list for each student which indicates a quality he is trying to improve. Help the student understand the nature of the quality and offer sequential steps so the student can practice improving a personal quality. Example:
    a. Quality - Improvement of punctuality
    b. Sequential Steps -
        1. Set alarm clock correctly.
        2. Lay out clothes for morning ahead of time.
        3. Plan 5 to 10 extra minutes for breakfast.
        4. Have school materials in order by the door.
        5. Walk or ride straight to school.
        6. Enter classroom and be seated before last bell.

12. Have the students note and record clothing and other items worn or used by the local adolescent population.

If interest is shown in particular articles, discuss the value and use of the articles, purchase price, and location of seller.

13. Discuss the importance of constantly observing people at work. Have the students explain something about the different types of work they observe daily and the training they believe is necessary for the various occupations.

SOCIAL MATURITY

General Competencies for Evaluation

Below are competencies related to social maturity that may be evaluated. Such competencies may be judged repeatedly. For example:

John Rait

	yes	no	yes	no
1. dresses self suitably for different purposes		X	X	
2. practices appropriate health habits		X		X

In the example above, John is observed on two occasions in competency number one. This judgement suggest he is growing in dressing suitably for different purposes; however, the judgement for number two suggests he still needs to work in fulfilling the competency. This format may be used for individuals, groups, and specific competencies.

Sees himself as an acceptable individual

1. grooms self suitably for different purposes
2. dresses self suitably for different purposes
3. practices appropriate health habits
4. acknowledges that all wants cannot be satisfied
5. shows a willingness to work at tasks that need to be done
6. trusts peers
7. trusts adults
8. strives to be honest
9. strives to be reliable

10. shows consideration for others
11. shows respect for others
12. expresses anger appropriately
13. expresses affection appropriately
14. shows compassion
15. expresses sympathy when appropriate
16. appreciates humor to best of ability
17. expresses job, happiness, and pleasure suitably
18. utilizes his emotional strengths
19. accepts his limitations
20. demonstrates confidence
21. strives to be independent (in light of limitations)
22. demonstrates an awareness of when and how to seek assistance and direction
23. manifests proper identification and role related to sex
24. accepts his family
25. meets and talks with people confidently
26. pursues interests and/or hobbies
27. identifies with peer group
28. exhibits interest in daily events
29. accepts and copes with criticism
30. recognizes and copes with authority
31. organizes to meet demands placed upon him by his environment

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N

Accepts and pursues a suitable role in association with the school

1. makes needful social and moral decisions
2. identifies with peer group
3. gives and takes criticism
4. demonstrates convictions wisely
5. recognizes needs of others
6. acknowledges the culture and environment of others
7. participates in extracurricular activities at school
8. works at learning tasks
9. being of service to the school
10. is a supportive follower
11. assumes leadership when able
12. adjusts to school rules and regulations
13. respects rights and property of others
14. exhibits responsibility in the use and care of supplies and equipment
15. manifests a loyal feeling for one's school
16. behaves toward others as one wants to believe toward you
17. achieves proper relationships with opposite sex

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N

Accepts and pursues a suitable role in association with the family

1. assists in the performance of household duties
2. demonstrates orderliness, neatness, and cleanliness in the performance of household duties
3. recognizes and helps with emergencies in the home
4. takes part to the extent possible in the planning of home affairs
5. assists in the care of dependent members of the family
6. manifests loyal feeling for family
7. exhibits a healthy and acceptable relationship with other members of the family
8. demonstrates responsibility in the use and care of one's own economic needs
9. assumes the responsibility to provide for one's own economic needs
10. helps to plan and participates in family leisure and recreational activities
11. acknowledges and respects to the best of one's ability the family's social, moral, and spiritual values
12. respects parental authority and rules
13. voices one's feelings and opinions in a tolerable manner
14. receives and offers criticism in a constructive way
15. helps in meal planning and meal preparation
16. respects the rights and property of other members of the family
17. identifies with one's familial position and functions competently in it

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N

Accepts and pursues a suitable role in association with the community

1. respects the property and rights of others
2. supports community efforts to keep the surroundings clean and attractive
3. respects and complies with governmental authority and law
4. joins community organizations suitable for age level and participating in their activities
5. is of service in community sponsored projects and drives
6. demonstrates competence in traveling alone within the immediate community
7. supports and appreciates American traditions, customs, and values
8. demonstrates a familiarity with the physical and geographical features of the immediate community
9. recognizes and partakes of private and public services
10. recognizes and uses the products and opportunities of businesses and industries within the immediate community
11. recognizes and respects the cultural differences within the immediate community
12. makes needful social and moral decisions
13. behaves in a socially acceptable manner
14. displays a feeling of pride for the immediate community

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SOCIAL MATURITY

Materials

Educational Projections Corporations
P.O. Box 1187
Jackson, MS 39205

Pre-Vocational Orientation and Guidance
Kit I, II, III, IV, V, VI, VII

CCM: Standard School, Inc.
1945 Hoover Court
Birmingham, AL 35216

Family Living - Basic Services
- Complete Family Living Series
  - Correlated Transparencies
- Basic Human Reproduction
- Social Living

School Equipment Distributors
319 Monroe Stree
Montgomery, AL 36104

Personal Living Series
- Grooming, Etiquette, Wardrobe
- Female Units
- Male Units

Home Living Series

Functional Living Series

Employment Opportunity

Work Habits and Attitudes

World of Work

Income Management

Home Planning

Safety-Health-Citizenship

Utilities-Communications

Mafex Associates, Inc.
111 Barron Avenue
Box 519
Johnstown, PA 15907

Let's Get Hip Kit
   Kit I
   Marijuana, Goofballs, and Pep Pills
   Kit II
   LSD, Glue Sniffing

Emotions and Social Attitudes

Dating Relations

Modern Home Economics Units I-II-III-IV
   Complete Program, With Cassette Albums

Life Today
   by V. K. Williams

Facing Life
   by V. K. Williams

Let's Eat
   by Nancy Hedstrom

SOCIAL MATURITY

Materials

Pacemaker Books
Fearson Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

Planning Meals and Shopping
by Ann Weaver

Mafex Associates, Inc.
111 Barron Avenue
Box 519
Johnstown, PA 15907

Mathematics for Citizenship
by Larry Parsky

Mathematics for Family Living
by Larry Parsky

Stock-Vaughn Company
Box 2028
Austin, TX 78767

The Human Values Series
by V. Arnspiger, W. Ray Rucker, and James A. Bell

Pacemaker Books
Fearson Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

To Be a Good American in Your Family
by Margaret Hudson and Ann A. Weaver

SOCIAL MATURITY

Materials

Noble and Noble Publishers, Inc.
750 Third Avenue
New York, NY 10017

Your Family and Your Job
by Angeloca W. Cass

Ginn and Company
125 Second Avenue
Waltham, MA 02154

Relationships--A Study in Human Behavior
by Helen Gum Westlake

American Guidance Services
720 Washington Avenue, SE
Minneapolis, MN 55414

Seeing Ourselves
by National Forum Foundation

Elk Grove Unified School District
Elk Grove, CA

Better Living and Safe and Sound
by Gary D. Lawson

Science Research Associates, Inc.
259 East Erie Street
Chicago, IL 60611

Guidance Series Booklets:
Categories: Vocational Guidance
Personal and Social Guidance

Curriculum Research and Development Center in Mental Retardation
Department of Special Education
Ferkauf Graduate School of Humanities and Social Sciences
Yeshiva University
55 Fifth Avenue
New York, NY 10003

Social Learning Curriculum for the Educable Mentally Retarded
Herbert Goldstein, Director

The Interstate Printers and Publishers, Inc.
Danville, IL

The Illinois Plan for Special Educational Children: A Curriculum Guide for Teachers of The Educable Mentally Retarded
by Herbert Goldstein and Dorothy M. Seigle

Finny Company
3350 Gorham Avenue
Minneapolis, MN 55426

Help Yourself to A Job, Part I
Help Yourself to a Job, Part II

Turner-Livingstone Reading Series
New York University Press
Washington Square
New York 3, NY

The Jobs You Get

The Person You Are

The Town You Live In

Frank E. Richards
Phoenix, NY

Getting Ready for Payday

Al Looks for a Job

A Job At Last

Bristol-Myers Products Division
45 Rockafeller Plaza
New York 20, NY

The Girl for the Job

The Man for the Job

Chamber of Commerce of the United States
Washington, D.C.

Getting and Holding Good Employees

Finny Company
3350 Gorham Avenue
Minneapolis, MN 55426

Finding Your Job Series I, II, III, IV

General Motors
Public Relations Staff
Detroit 2, MC

Can I Get the Job

National Association of Manufacturers
14 West 49th Street
New York 20, NY

Employee Communications for Better Understanding

Your First Job

Your Future Is What You Make It

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Baby Sitter Handbook

Exploring the World of Jobs

Finding Out About Ourselves

How To Get A Job

What Employees Want

Do Your Dreams Match Your Talents

SOCIAL MATURITY

Film and film strips available from the Media Center at the University of Southern Mississippi.

1. Act Your Age (B. & W., 15 minutes, 2-389C)
2. Are Manners Important (B. & W., 11 minutes, 788E)
3. Are You Popular (B. & W., 10 minutes, 178C)
4. Are You Ready for Marriage (B. & W., 15 minutes, 2-391C)
5. Dating Do's and Don'ts (B. & W., 20 minutes, 2-393C)
6. Date Etiquette (B. &. W., 10 minutes, 626C)
7. The Gossip (B. & W., 14 minutes, 222y)
8. The Griper (B. & W., 11 minutes, 15y)
9. Care of Hair and Nails (B. & W., 11 minutes, 530E)
10. Care of Skin (B. & W., 10 minutes, 426E)
11. The Common Cold (B. & W., 10 minutes, 424E)
12. Obesity (B. & W., 12 minutes, 686E)
13. Peobe: Story of Premarital Pregnancy (B. & W., 29 minutes, 2-534 MH)
14. Alcohol and the Human Body (B. & W., 14 minutes, 2-414E)
15. Care of Feet (B. & W., 11 minutes, 130E)
16. Clothing (B. & W., 11 minutes, 892E)
17. A Date With Your Family (B. & W., 11 minutes, 965E)
18. Doctor (B. & W., 10 minutes, 188E)
19. Drug Addiction (B. & W., 22 minutes, 2-579E)
20. First Aid on the Spot (B. & W., 11 minutes, 1715E)
21. Immunization (B. & W., 9 minutes, 919E)

22. Learn to Swim (B. & W., 20 minutes, 2-15CA)

23. Let's Dance (B. & W., 14 minutes, 2-1246C)

24. Personal Health for Girls (B. & W., 11 minutes, 699C)

25. Physical Aspects of Puberty (19 minutes, 2533 MH)

26. Posture & Exercise (B. & W., 10 minutes, 209E)

27. Sky Guy (B. & W., 13 minutes, 2-177C)

28. The Show Off (B. & W., 11 minutes, 16Y)

29. Teeth (B. & W., 10 minutes, 213E)

30. Understanding Your Emotions (B. & W., 13 minutes, 2439C)

31. Anatomy of A Teenage Courtship (Color, 25 minutes, 2-3044C)

32. Acting with Maturity (Color, 11 minutes, 1888C)

33. Posture Habits (Color, 11 minutes, 1530C)

SOCIAL MATURITY

UNIT TITLES

Many teachers like to develop their own units. Listed below are a few suggestions of unit titles appropriate to social maturity.

UNIT CATEGORY - Accepting One's Self

- Desires and Wants
- Whom Can I Trust?
- Being Honest
- Being Reliable
- Being Confident
- Why Do People Laugh?
- What Are My Interests?
- Being a Boy - A Girl
- Making Friends
- Why Take Criticism
- Respecting Authority
- My Strengths and Weaknesses
- Controlling Temper
- Self Discipline
- Feelings Add Spice to Life
- Accepting One's Self
- Being Independent
- Getting Help When Necessary
- Organizing My Day
- Keeping Informed About Daily Events
- Enjoying Friends
- Living On My Own and Liking It

UNIT CATEGORY - Your Place In High School

- School Services and Personnel
- School Policies and Activities
- Extracurricular Activities
- Physical and Natural Geography of High School District
- Getting Along with Fellow Students and School Personnel
- Extracurricular Activities for Upper Grades

UNIT CATEGORY - Your Place In the Home

- Child Care
- Responsibilities in the Family
- Family Relationships
- Budgeting
- Housing
- Marriage and Parenthood
- Family Guidance and Counseling
- Home Arts:
  - Cooking
  - Sewing
  - Housekeeping
- Insurance
- Budgeting
- Apartment Living - Implications

UNIT CATEGORY - Your Place In the Community

- City, Public, and Private Services:
  - Transportation
  - Public Communications
  - Libraries
  - Schools
  - Legal
  - Keeping City Clean
  - Local Physical and Natural Geography
  - Local Government
  - Local Laws and Their Enforcement
  - Medical
  - County Welfare
  - City Health and Sanitation
  - City Police
  - City Fire Department
- Local Industries and Businesses
  - Wood Related Industries:
    - Lumbering
    - Forestry
    - Wood Products
    - Paper Manufacturing
- Local Clothing
- Local Utilities
- Local Banking

Local Retail

Local Manufacturing of Machines

Local Shipping

Local Food Related Industries:

Farming	Food Processing
Marketing	Restaurants
Bakery	

Local Organizations and Institutions

Local Places of Interest

History of Local Community

Races, Religion, and Class Groups

Your Responsibilities in the City

What's Going On?

State Government

State Physical and Natural Geography

State Industries and Businesses:

- Agriculture
- Wood and Wood Products
- Livestock

State Water Conservation

State Places of Interest

State Fish and Wildlife Conservation

Your Relationship with City, County, and State

Current Happenings

Development of Decisions and Moves

Development of Beliefs

CHAPTER III

COMPETENCIES RELATED TO PSYCHO-MOTOR

Competencies related to the psycho-motor dimensions of vocational aptitude are numerous. Attention should be made that such competencies include two dimensions, "psychological" and "motor," and extend to the goals of self-regulation, human ability, economic efficiency, responsibility, and to those competencies essential to make a living. Such competencies may be accomplished through a variety of practical units.

The competencies for vocational needs are built upon some very practical aspects of work. Some are necessary for all people who work; however, some are particularily important to the educable mentally handicapped.

The individual in preparing for a job will be required to learn many abilities; some of these abilities may not be required for the job he will find, still the better he is prepared, the more likely he will be to find a job that will support his social and financial needs. His social and technical skills will determine, to a great extent, whether he is accepted or rejected by the society.

Our research (Plue, et. al, 1972) uncovered three broad factors which seemed to be related to psycho-motor abilities. They relate not only what people do, but also how tasks are to be done. The factors relating to psychomotor abilities include the following:

1. Intelligence is not an overriding factor in unskilled, semi-skilled, or service occupations.

   Parameters

   a. Work relating to service
   b. Clerical and sales occupations
   c. Farm related occupations
   d. Concentration on tasks
   e. Following a course of action
   f. Following accepted practices
   g. Adaptability (variety and repetitive)
   h. Light industry jobs
   i. Job comprehension

2. Various kinds of work aptitudes are related to vocational success.

   a. Counting
   b. Alphabetizing
   c. Making change
   d. Assembly tasks
   e. Sorting for speed
   f. Sorting for accuracy
   g. Manipulating tasks
   h. Packaging
   i. Using hand tools
   j. Motor coordination--fine
   k. Motor coordination--gross
   l. Dexterity

m. Visual discrimination

n. Auditory discrimination

o. Coding

p. Clerical perception

q. Form perception

r. Pursuit tasks

s. Matching tasks

t. Motor speed

u. Spatial operations

3. The work-sample approach tends to give better application in training methods.

Parameters

a. Motion

b. Filing

c. Reading addresses

d. Sales orders and slips

e. Catalogs

f. Patterns

g. Production record

h. Memory

i. Machine operations

j. Work samples.

PSYCHO-MOTOR

Unit Samples Relating to Factor 1

That intelligence is not a high factor in most jobs is of crucial importance. It means that the teaching of vocational skills can concentrate directly upon job areas.

PSYCHO-MOTOR

Parameter: Work Relating to Service

Objective: To familiarize the student with skills and tasks relating to the area of service.

Rationale: Familarization with pre-occupational requirements enhances the student's capacity to evaluate various service skills and directs his interests for job placement.

Activities: Overview--This parameter is divided into major areas of service involving restaurants, hotel service, convalescent homes and service stations. Invite former students who work in these areas. Talk to the class about these services (see Appendix A).

PSYCHO-MOTOR

Parameter: Clerical and Sales Occupations

Objective: To become acquainted with clerical and sales occupations which require specific verbal skills of communication and which require a basic understanding of product identification, location, display, and sales.

Rationale: Many service and business operations offer clerical and sales positions which do not require involved verbal and salesmanship skills. Students need to develop the aptitudes and attitudes which will aid them in improving interpersonal communication and in gaining an understanding of routine clerical and sales occupations.

Activities:

1. Illustrate common daily situations of social contact for the students. Example: meeting friends, meeting teachers, going to gym, etc. Explain how people expect certain phrases or statements to evolve in the situation. Apply the common courtesies to a business situation demonstrating such phrases as, "May I help you?", "Have you been waited on?", "May I show you something?", etc.
2. Let the students role play the various sales

roles. See if the students can identify the importance of clarity in manner and speech. Show the students two different speech rates, too fast and too slow. See if they can understand why correct speech has a certain clarity in relation to tempo and rhythm. After a few seconds, purposely ask all students to speak at once. See if they can understand the need to speak according to some plan so each person has a chance to communicate.

3. The basic clerical operations will have to be reviewed constantly. Basically, the student should become proficient in simple clerical tasks involving skills of a numerical and short term memory nature. It would be important to cover in some depth the following skill areas:
    a. Name and distinguish coins and bills through $20.
    b. Work problems involving addition and subtraction.
    c. Use money symbols correctly in written form.
    d. Tell and record time.
    e. Read and interpret the calendar.
    f. Understand the meaning and use of general

directions such as left, right, up, down, north, south, east, and west.

g. Understand terms such as dozen, case, carton, etc.

h. Knows correct telephone etiquette and dialing procedures.

i. Know how to follow a work schedule--daily, weekly, and monthly.

4. Use a well known business in the community and list different departments of the company. How would the students direct others to these areas? What are the functions of each?

PSYCHO-MOTOR

Parameter: Farm-Related Occupations

Objective: To help the students become familiar with job tasks and skills of occupations relating to dairying and farm work.

Rationale: Dairying and farm work activities are essential in our society. The work of these people is an important function which either directly or indirectly effects our lives. Emphasis should be placed upon work being honorable and dependable.

Activities:

1. When introducing this area, ask students to discuss farm-related occupations with which they are familiar or in which they have actively participated. Ask them their feelings about these jobs. The teacher may discuss any area which students do not mention.
2. Secure a film or films from county agent or high school vocational agricultural teacher. (Teacher may need to show film more than once.) Discuss any new areas of work not previously discussed in Activity 1. Secure pamphlets and brochures from the county agent, soil conservation office, or State Department of Agriculture.
3. Field trip--Schedule several trips to

different kinds of farm operations. The students may need to visit each area of operation and to see what is done and to see how things are done. They may talk to different workers about the various aspects of the job. Ask the owner to talk briefly to the students on farm operations. The field trips will be the most important activity in this parameter.

4. In class discuss different environmental conditions relating to these areas--climate of work, inside or outside work, etc.
5. Farming
    a. Row-crop farming--preparing land for planting, cultivating crops, harvesting.
    b. Open-land farming--kinds of crops: wheat, vetch, headed grains, or whatever is grown according to section of country.
        1. Discuss reasons different crops are grown in different areas--climate, kinds of soil, length of growing season.
        2. Inform students concerning the need for seasonal farm workers during harvesting and planting.
    c. Fruit farming--regular spray programs.

   d. Truck farming--picking, marketing.

6. Equipment Maintenance
   a. Discuss different kinds of farm equipment: tractors, bulldozers, harvesters, planters, hay balers.
   b. Indicate problems involved in mechanical upkeep, repair, proper use and care.
   c. Discuss kinds of fuels required to operate each machine.
7. Dairy Farming
   a. Types of animals used in dairying compared to those used for beef farming.
   b. Understanding the importance of schedules in milking (i.e., specific time for milking cows in morning and evening, grazing, etc.)
   c. Understanding cycle the cow's lactation and dry stages.
   d. Understanding the importance of planting pastures and caring for the land.
   e. Understanding seasonal feedings.
   f. Understanding the care and raising calves: different kinds of care they require.
8. Poultry Farming
   a. Understanding the necessity of constant care for poultry farming--light, heat or coolness, water, food.

   b. Understanding the processes of feeding, gathering eggs, packing, cleaning areas.
   c. Understanding the age of chicken when they are in laying stage.
   d. Understanding the importance of scheduling in doing each phase of each job.

9. Beef Farming
   a. Understanding the types of cattle used in beef farming compared to those used in dairy farming.
   b. Understanding the importance of planting pastures and of caring for land in order to have it be and remain productive.
   c. Understanding types of shelter needed for beef animals as compared to dairy animals.
   d. Understanding feeding habits.

10. Farm Buildings
    a. Name and discuss the layouts or types of buildings according to phase of operations.
       1. Dairy barn--stalls to provide milking spaces, feed storage, milk processing.
       2. Hay lofts--partially open spaces to store hay and other grains.
       3. Poultry houses--number of chickens

will determine size, certain amount of space per chicken, processing area, feed storage.

PSYCHO-MOTOR

Parameter: Concentration on Tasks

Objective: To demonstrate sufficient concentration to complete any reasonable assignment with success.

Rationale: In order to succeed at any task, sufficient concentration must be demonstrated. A reasonable amount of concentration is necessary for even simple tasks.

Activities:

1. Discuss with students occupations which interest them. Ask each student to choose one high-interest occupation. (This choice should be easy if students are familiar with occupations available to them.) If students are not acquainted with these occupations, ask them to select any special interest topic. The topics may range from the simple, such as shoes, to more complex topics such as machinery. After the topic is selected, ask the students to begin thinking about the topic when they are told to start and to raise their hands the moment their mind wanders.
2. Repeat activity one several times. Each time the activity is repeated, suggest that

the students try to increase the length of time spent thinking about the subject or task.

3. Ask each student to bring an object such as a puzzle or a simple model which can be manipulated by hand. The students should begin work on the object at a set time and should discontinue working the moment their mind wanders.
4. Repeat activities three as many times as necessary for the task to be completed.
5. Adaptations of the game "Concentration" can be appropriate for this parameter. Playing cards or specifically made cardboard may be used. These cards could be vocational words, pictures, symbols, etc.

PSYCHO-MOTOR

Parameter: Following a course of action

Objective: To carry out a course of action with sufficient speed and accuracy.

Rationale: The execution of directions is necessary in all occupations. The successful employee must follow a course of action with speed and accuracy in order to complete an assigned task.

Activities:

1. For a diversionary activity, the teacher should make up several lists of tasks which are composed of from two to seven tasks. The students should all listen carefully to the tasks; the teacher then chooses one student to complete all the tasks read. Continue the activity until all students have participated.

   Sample list:
   1. Raise your hand.
   2. Bring (teacher) the book on the floor.
   3. Open the window.
   4. Touch your toes.
   5. Sit down.

   Suggestion: End each group of activities with "sit down."

2. After students have mastered the performance of the activities in any order, require that they follow the order in which the requirements are read.
3. Prepare work sample occupation charts which outline the basic procedural steps in task performance. For example, charts can be produced as follows:
    a. Dishwasher
        1. Collect and remove food from dirty dishes and silverware.
        2. Stack dishes and silverware and pots and pans in proper areas.
        3. Set dishwasher at proper temperature.
        4. Place dishes, etc. in dishwasher.
        5. Start dishwasher.
        6. Remove clean dishes, etc. from dishwasher.
        7. Take dishes, etc. to proper locations.
    b. Laundry Worker
        1. Collect soiled linens and clothes.
        2. Sort and separate soiled linens and clothes.
        3. Place linens and clothes in washer.
        4. Remove linens and clothes from washer.
        5. Place linens and clothes in dryer.

    6. Remove linen and clothes from dryer.
    7. Sort and fold clean linen and clothes.
    8. Place linen and clothes in proper locations.

4. Give each student a specific task to perform each day in the classroom. Vary the tasks daily or weekly until each student has completed each of the assigned tasks such as cleaning blackboards, distributing materials, checking supplies, etc. Stress paying attention to a specific routine for the smooth operation of each assigned task.
5. A course of action may be discussed in game fashion. This can be done with activities like changing a tire, making a bowl of soup, or preparing a package for mailing.

PSYCYO-MOTOR

Parameter: Following Accepted Practices

Objective: To understand that each business has specific work requirements which require established task procedures for each worker.

Rationale: A clear understanding of individual work responsibilities is essential in promoting harmony and efficiency in business enterprises.

Activities:

1. Give each student a specific task to perform each day in the classroom. Vary the tasks daily or weekly until each student has completed each of the assigned tasks. Examples: cleaning blackboards, distributing materials, handing out workbooks, etc. Stress how each task is necessary for the smooth operation of activities in the classroom.
2. Bring a simple mechanical device to class (faucet assembly, book racks, television stand, lamp, small engine, wall hangings, etc.) and demonstrate the correct assembly for the object in chronological order or sequence. Give each student one part of the object to assemble in correct order. Have

the student complete his task in the assembly process and then pass the object to the next student. Continue the process until the object is completely and correctly assembled. Disassemble the object and have one student attempt to reassemble the object on his own using all the separate parts. Have the students observe how important it is to know the purpose for the object and to know the importance of each part in its assembly. Discuss how each student contributed to the final assembly of the object. If the individual students can not reassemble the object correctly, explain to the class how important it is to learn one's assigned task extremely well before attempting other tasks which were not practiced. Assign the students different tasks in the assembly and disassembly of the objects until each student knows each task in the assembly and disassembly process.

3. Develop a series of simple tasks in the classroom which the students can work. Examples: counting change and placing correct amounts in a ledger, preparing work supplies for classroom assignments (art, crafts, etc.).
4. Let the students demonstrate various tasks they have learned at home or outside the classroom. Examples: delivering papers, parttime work, neighborhood tasks, etc.

PSYCHO-MOTOR

Parameter: Adaptability--variety and repetitive tasks.

Objective: To successfully adapt to a variety of monotonous and repetitive tasks.

Rationale: In a work situation, the employee may be required to perform a number of tasks. The student should learn to maintain activities without interrupting efficiency on the job.

Activities:

1. If the class is self-contained, set time limits for periods. At the end of the time for one period, change activities immediately and completely. Continue this on a daily basis until the students adjust to the abrupt change in activity.
2. When students enter the classroom from another activity, encourage them to begin work immediately on the assigned activity.
3. Set up learning centers or activity areas in various parts of the classroom or on the playground. Station students at the several centers and have them begin an activity. At a certain time have all students change to another activity. Continue this activity until all students have participated in all

students have participated in all activities. Encourage students to begin new activity immediately.

4. In a variation of activity three, make the length of time at each center vary. For example: first time period--10 minutes, second time period--5 minutes, third time period--7 minutes, fourth time period--2 minutes. Give the students no indication of when the periods will change.
5. Have the students select specific occupations which require repetitive tasks such as assembly line work, piece work, cafeteria work stations, etc. First illustrate how workers are paid by the hour (assembly line) or by amount of work produced (piece work). Next, organize work samples for occupations which demand concentration from inception to completion of the task. Examples for the classroom: assemble and disassemble a faucet, reproducing simple puzzles, placing different sized nuts and bolts together, etc.
6. Stress the importance of repetitive tasks in American industry. Explain why these tasks are essential: uniformity of the product, reduction of cost per item, and the production of a quantity of items within specific time sequences.

PSYCHO-MOTOR

Parameter: Light Industry Jobs

Objective: To familiarize the students with the skills and tasks relating to the area of light industry.

Rationale: Familiarization with the pre-occupational requirements enhances the students' capacity to evaluate the various light industry occupations, and it directs the students' interest in vocational exploration.

Activities: Overview--This parameter will be divided into the major areas of light industry involving large and small appliance repair, commercial laundries, maintenance, paint shop, print shop, shoe repair, upholstery, and woodworking shops:

I. Large and Small Appliance Repair--deals with the inspection and repair of appliances.

   A. Discuss or demonstrate various activities required in appliance repair.

      1. clean and remove rust and dirt
      2. polish appliances
      3. repair of small appliances--lamps, irons, toasters, fans, etc.
      4. repair of large appliances--stoves, refrigerators, washers and dryers, air conditioners, etc.

B. Explain the characteristics of a personal nature that is required for job retention.

1. appearance
    - -cleanliness
    - -neatness
    - -good mannerisms
2. attendance
    - -punctuality
    - -reliability
3. dexterity
    - -fine motor manipulation
    - -coordinated movement
4. repetitiveness
5. stamina

C. Discuss physical capacities required of this task.

1. pushing - pulling
2. carrying
3. lifting
4. walking
5. standing

D. Discuss and emphasize other requirements involving services as a repairman.

1. working conditions
    - -inside and out
2. language
    - -read simple instruction
    - -write modified records

        3. mathematical computations
            -simple addition and subtraction
        4. reasoning ability
            -follow simple oral instructions
            -follow modified written instructions

II. Commercial Laundries--the care and use of commercial equipment utilized in laundry procedures.

    A. Discuss or demonstrate various activities required in commercial laundry services.
        1. sorting
        2. washing
        3. drying
        4. maintenance
        5. utilization of cleaning agents
    B. Discuss physical capacities required of this job.
        1. sorting
        2. carrying
        3. walking
        4. lifting
        5. sight (average)
        6. pushing and pulling
    C. Discuss and emphasize other requirements of task.
        1. working conditions
            -inside
        2. language
            -read name tags

-alphabetical listing

-write simple orders

3. mathematical

   -simple addition and subtraction

   -sequencing

4. reasoning ability

   -follow directions

   -follow written instructions

PSYCHO-MOTOR

Parameter: Job Comprehension

Objective: To understand the methods and procedures of business organizations which illustrate the basic elements of production and distribution.

Rationale: Many students are not given the opportunity to discover the basic business functions which apply to their places of employment. Too often the students are asked to perform isolated tasks without a clear understanding of the total business environment.

Activities:

1. When exploring the various responsibilities and tasks associated with different divisions or departments in a business, prepare outlines for the students which emphasize the following:
    a. General description of the position
    b. Basic outline of job activities for the position
    c. Personal characteristics which are necessary for success in the position
    d. physical capacities necessary for the position

   e. The working conditions associated with the position.
   f. The salary or wage range for the position
   g. The professional or occupational training for the position

2. Organize an imaginary company in the classroom. Select a simple product to be manufactured such as soap figurines, personalized paper plates, T-shirt emblems, etc., and divide the work sample tasks into three major divisions according to tasks and associated record forms.
   a. Division I--general business operations--knowledge of addresses, catalog listings, work orders, filing, and collating.
   b. Division II--production--knowledge records, machine operations, patterns, and work step operations.
   c. Division III--sales and service--knowledge of sales order blanks, sales slips, customer files, and production schedules.

   Have each student become a member of a divisional team. Make ditto copies of each record form for each division. Let each student practice completing each form one item at a time until the completed forms can be interchanged between divisions as the steps in the ordering, production, and sales of the product are initiated. After the students can identify and use each form, start the business operation by charting with the students the movement of the product through the three divisions as the students correctly complete the forms for each division.

Suggestion: Emphasize the importance of record keeping is business and in daily life. Show the students what happens to their product if records are lost or incorrectly maintained.

PSYCHO-MOTOR

Unit Samples Relating to Factor 2

Work aptitudes refer to specific motor factors related to work. Such aptitudes are most important in most job clusters where students will find employment.

PSYCHO-MOTOR

Parameter: Counting

Objective: To utilize functional serial number operations associated with typical business and home arithmetic problems.

Rationale: Almost all businesses and services demand some basic knowledge of counting for purposes of record keeping and assembly line procedures.

Activities:

1. Separate sets of nuts, bolts, paper clips, rubber bands, and washers in different coffee cans or similar containers. Place an uneven number of items in each container. Have the students count the number of items in each container as they remove the items. Ask the students to then count and place an exact number of items back in the container according to directions.
2. Illustrate the different types of counting procedures--Roman numerals, Arabic numbers, and cursive or script numbers. Show how the different counting numbers are used in ads, for clocks, in books, etc. Align the major types in rows indicating the numbers one through ten. Have the students count and apply the different numbertypes.

3. Show the students how zero is used in addition and subtraction when counting sets or job lots of materials. Practice counting and sorting the materials in Activity 1 by single units, by units of 5, by units of ten, etc. Indicate how collating is used in assembly line tasks for logical grouping of materials and speed and efficiency.
4. In job counting, build activities around counting sets of things or simulate inventory counting. Example: wood screws, metal screws; vegetables (leaf, root, etc.)--there are many kinds of inventory categorization.

PSYCHO-MOTOR

Paramter: Alphabetizing

Objective: To learn the alphabetizing procedures used in basic work tasks and record keeping.

Rationale: Most businesses maintain files and records which are alphabetized. Also, many assembly line tasks call for a knowledge of letter placement and sequence.

Activities:

1. Review the sequence of letters in the alphabet. Assemble common items such as rubber bands, paper clips, common washers, etc. and place the items in a large box. Place the letters of the alphabet on 4X8 cards attached to small shallow boxes. Have the students, individually or in small groups, place an item in the individual boxes according to a prescribed alphabetized list. Example: the "A" box for acorns, the "B" box for buttons, and the "C" box for clips, etc. After all the items are distributed in each box, check the contents for accuracy and correct alphabetical order.
2. Have the student prepare alphabetized lists of common items in the classroom. Start

with "A" items and proceed through the twenty-six letters. Work with just a few letter sequences at a time until the students recognize the correct letter relationships.

3. See Work Samples. Many activities can be made around general office procedures.
4. All "ordering" is not done by alphabetizing. Some is by various codes, by objects, or by colors. Students should be aware of various kinds.

PSYCHO-MOTOR

Parameter: Making Change

Objective: To become familiar with the basic monetary system through the $20.00 bill and to become familiar with the arithmetic associated with change making and change counting.

Rationale: Most students make cash transactions for personal needs and daily expenses. It is necessary to acquire the ability to identify coins and bills correctly and compute change rapidly for most daily monetary procedures.

Activities:

1. Have the students make lists of items to be purchases at a grocery store for under $20.00. Arrange the items according to cost and have the students total the items and count their change from a $20.00 bill. Recheck the item count for accuracy and have the students review, paying close attention to the size and shape of the coinage and the denominations for each bill.
2. Mix coins of different values together and have the students sort the coins into sets of pennies, nickles, dimes, quarters, and half dollars. Illustrate and practice the

combining operations which sort change up to $10.00. Example: 4 quarters, 2 half dollars, 10 dimes, 20 nickles, 100 pennies. After the single coin combinations are learned, utilize other combinations commonly found in change making operations such as 2 quarters and 1 half dollar, 5 dimes, and 2 quarters, 10 nickels and 5 dimes, etc.

3. Use newspaper ads to help change making activities.
4. Have one student per day or week keep track of the milk or lunch money, if your school has such a program.

PSYCHO-MOTOR

Parameter: Assembly Tasks

Objective: To develop an awareness of the manual skills needed for common assembly tasks and assembly line procedures.

Rationale: Students are often employed in assembly work which emphasizes dexterity skills associated with sequential work operations.

Activities:

1. Explain the basic reasons for assembly line operations. Emphasize how each skilled employee contributes to the finished product. Stress how assembly workers cooperate in order to create a uniform product in the most efficient and economical manner.
2. Organize an assembly line in which students sort and collate items used for a simple assembly task. Example: place Christmas ornaments and lights on a table. Have the students sort and collate the Christmas items according to shape, weight, size, and color. Illustrate the need for organization and cooperation so the task can be completed successfully. Show each

student how to perform his task in relation to the other students on the assembly line.

3. Prepare two sets of simple materials for a classroom work project. Example: construction of wooden jewelry boxes and construction of wooden picture frames. Mix all the items for the two projects together and show drawings or pictures of the completed projects. Have the students sort the items into two product areas for the construction of each project, e.e., correct nail sizes, length of boards, glue, etc. Have the students note the necessity of understanding the function and purpose of each item for each individual project. Have the students construct the two products; each student should attempt more than one assembly task which involves both gross and fine motor coordination.
4. Collate manuals or other paper packages in teams.

PSYCHO-MOTOR

Parameter: Sorting for speed and accuracy

Objective: To develop the fine motor coordination skills commonly associated with assembly line dexterity tasks.

Rationale: Students assigned to assembly line tasks or to work stations in service institutions need to develop the correct manual skills for the successful completion of routinized and sequential tasks involving time and motion procedures.

Activities:

1. Muscle coordination activities should be developed with specific sorting tasks in mind. Example: sorting common washers and placing them in small containers as rapidly as possible and rapidly locating and sorting different sized colored objects.
2. Increase the student's perceptual-motor speed by presenting a series of colored geometric forms, i.e., triangles, squares, rectangles, cubes, etc., on a neutral background. Have the students rapidly sort the forms according to geometric shape. Let the students time each other and keep records of their times and sorting success. Let each student set

sorting speed goals for himself. It should be pursued over a period of time.

3. Organize a short period each day for simple exercises involving the use of both right and left hands and of directions. Students need to become aware of left and right for physical tools, directionality, and bodily awareness. Example: students starting on a job frequently have difficulty performing assembly tasks which call for different changes in assembly tasks--up, down, right, left--plus the bodily movements which accompany these task changes.

PSYCHO-MOTOR

Parameter: Packaging

Objective: To become familiar with and to utilize the work step operations and dexterity skills commonly associated with packaging tasks in assembly line and department store-type work station.

Rationale: Many business organizations maintain regular work stations which require the basic skills associated with packaging tasks and procedures.

Activities:

1. Review the work step operations from beginning assembly through packaging. Stress the importance of packaging in relation to the care of the product: elimination of breakage, neat representation of companies' name and enclosed product, and convenience for the customer.
2. Set up a simple packaging work sample station on a table. Place the materials for packaging in their correct sequential order and demonstrate the correct procedures for packaging an object. Let each student perform one of the packaging tasks until he becomes proficient, and then have each student undertake the complete packaging operations.

3. Bring samples of different types of packaging materials to class: foam rubber, plastic, cardboard, wood, etc. Explain why different products demand specific packaging materials. For example, tightly-filled foam rubber or plastic is for television sets, and soft paper containers for clothing articles.
4. Practice making the various ties for the development of fine motor coordination skills. Use different thicknesses and lengths of twine and string.

PSYCHO-MOTOR

Parameter: Basic use of hand tools

Objective: To develop the ability to identify and use basic hand tools.

Rationale: Students assigned to work stations which develop a sequential set of tasks must have a clear understanding of the use of the proper tools for the tasks, and they must develop the correct manual skills for the completion of the assigned tasks.

Activities:

1. Place black illustrations of simple hand tools on white posterboard. Indicate to the class how the actual hand tool fits the illustration exactly. Let the students practice matching the illustration with the hand tool.
2. Make charts showing the specific major function of each tool. Example: hammers are used to (1) pound nails, (2) remove nails, (3) break boards apart, etc.
3. Practice the correct hand and arm movements associated with simple hand tools.

   Suggestion: Isolated practice with hand tools is not too effective. The students should be making some simple object which requires the use of a hand tool.

4. Start a class period each day with motor coordination exercises which emphasize gross motor skills. Some exercises which can be used in the classroom are isometric exercises, the extention of arm and leg muscles (standing and sitting), the stretch and reach exercises, and jumping and hopping in place exercises.

PSYCHO-MOTOR

Parameter: Motor Coordination--fine

Objective: To exhibit fine motor coordination which is necessary in many phases of occupational activities.

Rationale: Fine motor coordination is an important aspect in assembly-line tasks, food preparation activities, and other simple operations. It is necessary that an individual become proficient in fine motor coordination skills in order to function adequately in most occupations.

Activities:

1. On the blackboard or on large sheets of newsprint, have students draw large circles from left to right and from right to left in large, free-flowing movements. As proficiency in this skill increases, reduce the size of the movements to those necessary for drawing smaller circles.
2. Initiate a jewelry-making activity which involves the tearing, wadding up, and stringing of pieces of multicolored paper.
3. Continue the stringing activity using small beads and ending with a product such as a necklace or a bracelet.

4. Discuss the handling and use of a knife in food preparation in areas for tasks such as slicing and chopping. Stress safety measures such as the use of a chopping block or board, the practice of slicing away from the hand, etc.
5. Pegboard activities are helpful.
6. Sorting small objects in a set period of time will help develop dexterity.

PSYCHO-MOTOR

Parameter: Gross Motor Coordination

Objective: To increase large muscle strength and coordination and to enhance the range of muscular movement for the physical skills associated with work tolerances.

Rationale: Many organizations which employ students offer them work tasks which require physical stamina for job success. In many employment situations, students must develop the physical skills which will enable them to pursue monotonous or repetitive tasks.

Activities:

1. It is important to realize that gorss motor activities are usually associated with work which requires active physical exercise. Isolated exercises are not too effective. Students should know the purpose for each exercise as it relates to physical well-being and job training. Emphasis should be placed on work tolerances, physical strength, and the demands of repetitive tasks.
2. Each student should be judged individually in relation to present health, stamina, and

physical coordination. Usually the physical education instructor or the school nurse can administer a simple motor development test to each student. Basically, the game approach has proven most effective for enhancing motor skills in a classroom-type setting. The students should be shown how the physical exercises relate to various jobs. For example, forearm muscles are activated in block printing, work, metal hammering, weaving, and wringing clothes; and grasping muscles are important for holding tools, lathe work, pipe fitting, and woodworking.

3. Some basic exercises which can be used without special training are the following:
    a. stretch and reach--at the desks
    b. grasp and pull--ropes and broom handles
    c. throw and catch--balls, beanbags
    d. skip and hop--at the desk and in the classroom
    e. lower and raise--weighted objects
    f. jump and run--on the sports field
    g. swimming
    h. basketball
    i. volleyball
    j. tag ball
    k. kick-ball
    l. kick-the-can

PSYCHO-MOTOR

Parameter: Visual Discrimination

Objective: To become skilled in visual discrimination practices which may be required on the job.

Rationale: Good visual discrimination abilities enables the students to perform manual tasks more efficiently and safely.

Activities:

1. Have students practice folding sheets of paper for long and short envelopes.
2. Pass out mimeographed sheets with different shaped figures on which students will be timed while they cut them out.
3. Figure ground materials can be used in timed tests. Ask students to trace the figures they can see in one minute. Use a stop watch.
4. Use lines on board, chalk lines on floor, and pieces of string to give the students practice in visual distance judging.
5. Set up practice exercises for students in determining size, shape, and distance quickly. Use flash cards with specific figures of different shapes, lines of different lengths, and figures of the same and

different sizes. Have students make discrimination after momentary exposure.

6. Use the signs from the driving manual to help students determine the different meanings which are attached to different shapes. Discuss how shape often related to message.

PSYCHO-MOTOR

Parameter: Auditory Discrimination

Objective: To increase awareness of sounds which relate to smooth operation of machinery and to safe working conditions.

Rationale: Proficiency in detecting unusual sounds in machinery often prevents major breakdowns and accidents.

Activities:

1. Students can be provided experience in detecting planted noises in the classroom.
2. Use recordings of machinery working correctly and have the sutdents listen for changes when it begins to function improperly.
3. Play records of different sounds. Ask the students to identify designated sounds.
4. Assign students listening exercises. Have them identify unusual sounds which come within hearing range of classroom. Example: lawn mower, floor polisher, hedge clippers.

PSYCHO-MOTOR

Parameter: Coding

Objective: To become familiar with the various types of common work codes associated with production procedures, cataloging, serial numbers, and letter sequences.

Rationale: All businesses use individual coding systems and procedures for clerical and assembly line-type operations. Employees are expected to rapidly identify the selected codes and to perform the operations indicated.

Activities:

1. See if the students can identify some of the common codes used in daily common experiences. For example, the color code of a stop light, street and house numbers, the alphabet and numbers used on wall lockers. Stress why codes are needed: quick identification, orderliness, and record keeping.
2. Use a phone book to show how codes function in locating specific names through alphabetizing.
3. Collect credit card applications, sales slips, order requisitions, and inventory records from a chain store or department store.

Show the students how the different colored blanks are sorted and compartmentalized according to color and date. Have the students fill out the various forms and route them into correct boxes.

4. Have the students list the coding operations found in businesses or occupations of interest to them. For example, beauty shops and grocery stores use number codes for the correct placement of tools and supplies. Hospital laundry rooms use letter codes for sorting various articles of soiled laundry into bins.
5. Practice, through the use of games, serial coding operations. Some simple games are:
    a. Placing solid-colored marbles in different small containers as the colors are identified.
    b. Play "letter-scramble"--toss sets of the twenty-six alphabet letters into a pile and have the students quickly select and correctly place the letters in alphabetical order.

PSYCHO-MOTOR

Parameter: Clerical Perceptions

Objective: To perform clerical responsibilities in an effective manner.

Rationale: It is important for sutdents entering the clerical field to be able to effectively carry out responsibilities involving all clerical preparations.

Activities:

1. Review simple arithmetic procedures which clerks will use, such as simple addition and making change.
2. Obtain a simple cash register and plan an activity showing place value. Include the actual technical operation of the cash register. Stress the importance of the accuracy of the cash register in adding and recording sales.
3. Using boxes from a local department store, pack articles using correct folding procedures, tissue paper, and the appropriate box size.
4. Discuss procedures for referring exchanges to the appropriate persons, such as department heads, complaint departments, etc.

5. Another kind of clerical perception deals with simple abilities to spot differences and similarities relating to clerical work. Are the following the same or different?

⊐	⊏
///	/ \/
Smith	Smithe
Jones	Jones
J. C. Sneed	J. C. Snead
H. Overton	H. Overten
833-36-62	833-36-62
541-20-2077	541-20-2977

Many adaptations can be made from this activity, but should be business related.

PSYCHO-MOTOR

Parameter: Form Perception

Objective: To recognize the basic forms associated with work stations and the daily environment.

Rationale: Students must readily and correctly identify several forms which they encounter each day. These forms are associated with directions, identifications, procedures, and safety.

Activities:

1. Reproduce a list of common forms found in most places of employment or in the environment such as arrows, signs, traffic signs, and direction markers. Examples: Danger, No Parking, High Voltage, Loading Area, Men, Women, Railroad Crossing, Turn Right, Exit, No Smoking, etc.
2. Illustrate those forms which are commonly associated with repetitive operations such as piece work, cafeteria work, assembly line work, etc. Examples: dish trays, conveyor belts, work tables, etc.
3. Select a set of forms which require visual discrimination ability such as long and short, big and little, far and near, and thick and thin. Relate these forms to common

objects within the students' range of experience. Examples: long and short match sticks, cardboard rectangles and squares, stop signs, and traffic warning signs, etc. Emphasize and demonstrate the need for visualizing the entire form at all times. Point out how many forms are similar such as a circle and octagon, but illustrate how the minute details change the meaning for the form.

4. Retain a set of common forms for short practice sessions. Assemble the different forms for unit identification such as safety forms, directional forms, public information forms and work station forms.

PSYCHO-MOTOR

Parameter: Pursuit tasks

Objective: To effectively follow a line of operations necessary in a work activity.

Rationale: In an occupational situation the employee may need to follow a line of operations without constant supervision.

Activities:

1. When students enter the classroom, require them to follow a certain procedure such as the following: (1) hang-up coats (2) put books in proper place (3) go to restroom (4) sharpen pencils (5) sit quietly at desks.
2. Follow a similar procedure as activity one when ending an activity. Drill students on what is expected of them when the recess bell rings or when the fire drill bell rings. Any activity which is a result of a certain stimulus such as a bell or the end of a time period may be adapted to this procedure.
3. Indicate businesses and services which require pursuit task skills such as postal operations, food processing, metal stamping, etc. Emphasize that pursuit tasks require more than one operation and concentration at all times.

PSYCHO-MOTOR

Parameter: Matching Tasks

Objective: To identify and collate two or more similar objects or materials in assembly tasks or piece work.

Rationale: Many assembly line or piece work occupations demand that the students rapidly correlate objects or materials correctly.

Activities:

1. Show the students how to match common items according to prescribed groupings. Example: pieces of rough cloth, pieces of silk, metal items, wood items, etc. Emphasize the importance of matching items correctly for specific work functions such as the correct selection of nuts and bolts for threading operations, and the matching of cloth samples for the sewing of garments.
2. See if the students can identify and match personal articles and common items used everyday. Example: identical lipstick tubes, pencils, articles of clothing, etc.

PSYCHO-MOTOR

Parameter: Spatial Operations

Objective: To develop spatial concepts which are necessary in work situations.

Rationale: It is important for students to discriminate between various spatial concepts which are important in daily occupational situations.

Activities:

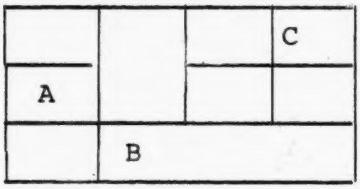
1. To acquaint students with the use of left and right. Review left and right by playing a "Simon-Says" type of activity which involves raising of right hand, left foot, etc.
2. Introduce the following left, right directions by using directionality arrows similar to highway turn signs. Show the students a sign and ask them to point in the direction indicated. Gradually work up to signs which illustrate curves, U-turns, etc. Tell the students of a sign which shows a right turn, a gradual left turn, etc.; and have one student draw the sign on the board. The other class members should decide whether or not the drawing is correct.
3. Draw circles on the board and ask students

to draw arrows around the circle which indicate the direction that the knob or wheel is to turn. Discuss the fact that some knobs will need to be turned more than one complete turn and emphasize that half turns or quarter turns may be necessary. Using an actual turning wheel, have the students indicate a quarter turn and half turn.

4. Using cards marked "over" and "under," have students place cards in boxes or on shelves which are one above the other. Let students begin at their own rate and encourage students to increase the speed at which they file the cards.
5. Present students with a large number of various sized bolts. Have students arrange the bolts in order of size from large to small. Graduated blocks could also be used for this activity.
6. Cut out patterns of geometric shapes such as squares, triangles, rectangles, hexagons, octagons, circles. Instruct students to place these figures on top of a figure of the same shape and size. Begin with objects which are not similar such as a square and a circle and progress to discriminating between a hexagon and an octagon.

7. Present students with various sized nuts and have them choose the appropriate sized rachet to tighten the nuts.

8. Spatial Activity



How many other blocks are touching A? B? C?

PSYCHO-MOTOR

Unit Samples Relating to Factor 3

The work-sample approach has been found to be a very useful method in helping students better conceptualize the dimensions of work. This section suggests nine work tasks closely related to job situations. A more complete sampling of work-samples may be found in Appendix B.

PSYCHO-MOTOR

Parameter: Motion

Objective: To perform assigned tasks at a consistent rate of speed according to the purpose and difficulty of the task.

Rationale: Many organizations which employ students offer them work tasks which are repetitive and to be maintained at a set speed. Students need to develop the perceptions and skills which will allow them to perform tasks which require dexterity and speed.

Activities:

1. Discuss the various tasks which require repetition and set speed operations. Examples: assembly line work, piece work cafeteria work, etc. Explain why these tasks are essential in American industry, i.e., uniformity of the product, reduction of cost per item and the production of a quantity of items within specific time sequences.
2. Outline a production schedule for the class by illustrating the operations involved in assemblying simple objects (nuts and bolts, washers and wire, light sockets and switches, etc.) in the classroom. Note the time

alloted for the careful but quick completion of the task. Example: work with the assembly of different sized nut and bolt sets. Place the time on the blackboard and let each student assemble the objects according to specific directions given by the instructor. Initially, the students should not be timed until they have practiced the basic motor dexterity patterns for the task. Set reasonable time limits for the completion of the assembly tasks; however, stress the importance of continual work effort and concentration on each movement associated with the task. Have each student set a work quota for himself which will give a goal to pursue. If goals are set too high or low, explain why cooperation with other workers usually determines the time needed for the particular assembly task assigned to the student.

3. After the students have set reasonable work quotas for themselves and after they have successfully completed several assembly "runs," organize the class into assembly line work stations.

    Suggestion: Shallow cardboard boxes containing the separate assembly items can be placed in a row on a table.

Station each student at a box and demonstrate how one student starts the assembly line task. Then hand the object to the next student until the task is completed by the last student.

Suggestion: Competitions can be organized between work units in relation to time and quotas for different classroom tasks.

4. Illustrate the functions of the time-clock used in many businesses. Explain why job punctuality is important.

    Suggestion: Stress cooperation among individuals when illustrating the need for punctuality. Example: the tardy worker may prevent other workers from completing their assigned tasks. Explain how wages are earned according to the number of hours worked.

5. Practice the organization of time schedules for daily activities, i.e., home duties, school duties, work duties, etc. Stress the importance of the constant awareness of the correct time and the necessity for planning ahead in relation to time allocations and daily responsibilities and leisure time activities.

PSYCHO-MOTOR

Parameter: Filing

Objective: To acquire information concerning vocabulary and procedures used in filing.

Rationale: Opportunities for clerical employment may be dependent upon one's capabilities and knowledge in filing.

Activities:

1. Use small boxes (individual cereal) which are labeled with various letters of alphabet. Have a class exercise in which students pull cards from larger group of cards those specific cards which can be alphabetized in the boxes they have been given.
2. Write the last names of the students on the board. Time the students on how long it takes them to arrange the names alphabetically.
3. Use the same activities in numerical sequencing.
4. Learning activities in following directions can be emphasized in any filing exercise. Work toward skill in following progressively more difficult instructions. Structure the "following directions" exercises to meet the individual needs of students.
5. Give tips on how to follow a task continuously

for a longer period through progressively lengthening the practice time. Examples to be used in the classroom would be collating and filing class names and locker numbers in 3 X 5 card catalog boxes and locating and filing ads from newspapers and magazines under specific group headings such as automobiles, foods, movies, clothing, etc.

PSYCHO-MOTOR

Parameter: Reading Addresses

Objective: To demonstrate the ability to read addresses and to understand the importance of each part of an address.

Rationale: The ability to read addresses correctly is important in a variety of job activities. The knowledge, the location, and the meaning of the several parts of an address is necessary in order to properly read an address.

Activities:

1. On a large piece of poster paper design an envelope which shows the main address, the return address, the postmark, and an attention notice. Discuss the names of the various parts.
2. The main address is usually divided into three lines. The top line contains the name of the person to whom the letter is to be sent. Discuss the use of the title such as Mr. or Mrs. and the need for double checking the correct spelling of the name. Ask students the purpose of the street number. Also include the apartment number in this discussion. Stress the fact that the name of the

city preceeds that of the state. It should be pointed out to the students that some city names are used in several states and that states contain many different cities. Example: Jamestown, Mass., and Jamestown, N.D. Discuss the importance of the zip code. Review a zip code directory and familiarize the students with its use.

3. Discuss the fact that the articles contained in an address begin with the most specific factor. Example: The state contains many people; however, a particular street refers to only a few people.
4. Point out the location of the return address. The students may have seen the return address on the back of a letter; however, tell the students that the upper lefthand corner of the front of the envelope is the correct location for the return address because it can be read by the postal worker without turning the letter over. Ask the student the reason for the return address. Discuss what would happen to a letter if it were undeliverable and had no return address. Stress the fact that the return address should contain all the parts found in the main address, including the full name of the sender.

5. Ask if students know the purpose of the "attention line." Discuss the use of the "attention line" and when it is appropriate.
6. Look closely at a postmark and ask the students why each part of the postmark is important. Include the location and the time in the discussion.
7. Students should bring a letter from home and describe the importance of each part of the address to the class.

PSYCHO-MOTOR

Parameter: Sales Orders and Slips

Objective: To become acquainted with the basic procedural operations and business forms found in general sales work.

Rationale: Students need to learn the basic vocabulary, task sequences, and various printed forms commonly associated with general business operations.

Activities:

1. Make ditto copies of each business form used for sales operations. Let each student practice completing each form by doing one item at a time. After the students can identify and use each form, demonstrate how the various forms are used for catalog listings, department store sales, sales orders, and cash sales. Emphasize the importance of sales orders and slips and show the student what can occur if sales records are lost or incorrectly maintained.
2. Practice the concept of daily careful record keeping. Simple objects such as tokens, marbles, play money, bottle caps, etc., can be used to instill the basic ideas associated

with sales transactions. Students can sell the objects to each other and record their sales on the correct ditto forms. A simple catalog of items can be made, and each student can practice ordering and recording individual sales.

3. Organize a raffle or auction. Using an equal amount of play money or tokens for each student, let each bid on items such as pencils, note pads, decals, etc. Let each student take a turn as auctioneer and as auction clerk. Have the students record each sale and write and distribute the appropriate sales receipt for each successful bid. A simulated bank account might be used. Further, commercial games, like Monopoly, could be utilized.

PSYCHO-MOTOR

Parameter: Catalogs

Objective: To demonstrate the procedures to use the catalog properly.

Rationale: It is necessary for one to use a catalog to be able to function effectively in the home, school, and job situations.

Activities:

1. Discuss and demonstrate the use of a catalog index. Give the students a list of ID articles to find in the catalog. (Review alphabetizing.)
2. Discuss and demonstrate reading and interpreting the information about articles in the catalogs by calling attention to price, color, size, weight, catalog number, stock number, and quantity.
3. Discuss choosing the appropriate item relating the discussion to prices, product, and needs of the consumer. Ask the students to make two choices of products relating to their needs from a variety of at least three choices of each product.
4. Ask each student to complete an order blank of from five to nine items. Each

should total the price column and shipping weight column.

5. Present a role playing situation in which the student will order something from a catalog through a telephone conversation.
6. Discuss how to return articles which do not fit properly or which are defective.

PSYCHO-MOTOR

Parameter: Patterns

Objective: To demonstrate the ability to follow a pattern.

Rationale: Being able to follow a pattern successfully will give the student skills that can be used in piece work job-type situations and in leisure time activities.

Activities:

1. Discuss and demonstrate the following units of measure: 1/2 in., 1/4 in., 3/4 in., 5/8 in., and feet and yards. Give the students activities in which they will use the above units of measure for activities like measuring cloth or to measure floor space.
2. Discuss and demonstrate the reading of a dress or wood working pattern. Give the students words that are used on the patterns and have the student demonstrate the meaning of the word. Examples: fold, bias, straight, gather, dart.
3. Discuss styles like different types of collars, sleeves, hemlines, necklines, and any thing that presents a choice when following a pattern that offers patterns for more than one kind of style.

   a. Present an activity in which the student will identify all the pattern pieces necessary to make his product.

4. Discuss marked cutting lines printed on a pattern.
   a. Present an activity in which the student will cut the excess margin off the pattern.

5. Discuss and demonstrate laying a pattern on cloth, wood, or whatever material is being used. Ask the student to lay a pattern on a piece of material.

6. Discuss and demonstrate the cutting of the material following the pattern.
   a. Review sawing and cutting skills, safety rules, and how to hold scissors.
   b. Demonstrate the cutting of material from a pattern.
   c. Give the students patterns made up of straight and curved lines and corners to put on any kind of material and to give the student practice and skill building exercise in following lines on a pattern.
   d. Let the student cut the material by following the pattern with the teacher guiding the student until the student has gained enough skill to perform the task independently.

PSYCHO-MOTOR

Parameter: Production Records

Objective: To visualize how productivity influences the payment of wages and individual effort.

Rationale: Most businesses maintain production or assembly line records which determine piece rate payment or the establishment of quotas for a particular department or work shift.

Activities:

1. A fairly simple product should be introduced, steps in the production of the product should be outlined as follows:
    a. Creation of the idea for the product
    b. Designing the product
    c. Manufacturing the product
    d. Selling the product

    Stress how all departments influence the production of the product and emphasize how each department must keep accurate records, regardless of their particular function.
2. Set-up a "company" in the classroom and produce a simple product following the steps outlined in Activity 2. Examples of simple products which can be made in the classroom include: soap bar figurines, T-shirt emblems,

toothbrush rings, personalized paper plates, and matchbook holders. The students should organize a business enterprize and follow the development of the product from the design stage through the selling stage.

3. Divide the class into production teams and stress the importance of accurate record keeping as the product is assembled, sold, or displayed.
4. Stress that in many businesses individual wages are dependent upon piece work which demands an individual effort. Show the class, by using the classroom product, how costs per item are reduced by maintaining a steady flow of products throughout the working day. Illustrate how workers who produce more are paid in wages. Show the various types of piece work application commonly found in most businesses.

PSYCHO-MOTOR

Parameter: Memory Tasks

Objective: To demonstrate memory abilities which are sufficient to complete a simple work task.

Rationale: The capacity to memorize specific work responsibilities is one which is important in all occupations.

Activities:

1. In accordance with the vocational interests of the students, select occupational tasks which involve the memorization of several steps, such as in dishwasher operation, bedmaking, assembling, assembling simple items. Discuss the steps with the students by using a drawing of the object or an actual model. Example: In bedmaking, smooth the bottom sheet, pull up top sheet and blankets, fluff pillows, arrange pillows, pull up spread, tuck in pillows.
2. Repeat activity one as many times as necessary for each student to memorize the steps using the models.
3. Following the above activities, continue the memorization of similar tasks using only

verbal activities, such as verbalizing the steps in dishwasher operations or tool assembly.

4. Vary the memorization tasks so that all students have a chance to memorize the steps in several tasks.

PSYCHO-MOTOR

Parameter: Machine Operations

Objective: To understand the purpose of simple machines and to become familar with the basic operations of simple machines.

Rationale: Students must learn to operate machines on the job with efficiency and must learn to be aware of the hazards and necessary safety precautions for machine operations.

Activities:

1. Show a film or demonstrate the basic principals associated with the six simple machines--lever, plane, wedge, wheel and axle, pulley, and screw.
2. Bring various tools such as scissors, hammers, saws, planes, etc. to class and practice the correct physical use for each tool and the motor coordination needed for the proper application of the tool--motor control and safety awareness.
3. Have students learn to operate classroom mechanical equipment such as tape recorders, projectors, and phonographs. Stress the purpose for each machine at all times.

4. Have students do related job tasks such as opening locks (key and combination), changing light bulbs, moving classroom furniture, etc. Stress proper motor coordination and the correct use of the body as a machine.

Parameter: Work Samples

(See Appendix B)

PSYCHO-MOTOR

Tips

Competencies

Materials

Unit Titles

PSYCHO-MOTOR

"Tips for Teachers"

1. When working money problems in the classroom, use real money.
2. Spend a few minutes each day reviewing previous lessons.
3. When business concerns are visited, see if the owner or supervisor will allow the students to speak to the employees at their work stations. These arrangements should be made in advance of any field trip if possible.
4. Encourage the manufacture and sale of simple inexpensive products in the classroom. For the greatest benefits, the students should control these projects and learn from their mistakes and profit from their ingenuity.
5. Classroom displays should emphasize positive elements in the world of work and personal development. Displays should be coordinated with the major teaching lessons or units which are being emphasized at the time.
6. If possible, samples of products made by local manufacturers should be displayed and discussed in the classrooms. The types of local job opportunities should also be highlighted in conjunction with the product display.
7. Make all directions for class assignments very specific. The students need to understand and practice thinking and acting in relation to sequential steps or chronological order.

8. Do not introduce more than one concept or major idea at a time. Give the students time to synthesize difficult points of interpretation and express their questions or concern within their own frame of reference.
9. Let the students demonstrate various tasks they have learned at home or outside the classroom.
10. Avoid isolated spelling exercises. Develop spelling lists which are associated with particular student concerns or specific occupations. Example: carpentry--some key words such as hammer, nails, saw, inches, feet, yards, etc.
11. Stress good safety practices at all times, but try to relate the safety practices with specific occupations. Example: assembly line worker--wears proper shoes and clothing; is careful around moving machinery; respects all signs; does not engage in "horse play"; etc. Stress the idea that each person is primarily responsible for his own safety.
12. Develop a library of work sample materials for different occupations. Example: work sample for service station operations:
    a. credit card blanks
    b. auto service record blanks
    c. sales slips
    d. order requisitions
    e. inventory records
    f. inventory of basic tools

   g. empty cans and containers for each product used or sold

   h. pictures or models of pumps and lub racks, office area, storage area, display area, etc.

   i. pictures of service station personnel performing their various tasks.

13. As a review exercise, see if the students can identify various local manufactured products or work operations by showing them the symbols which denote the occupation of product. Example: service station signs, hospital symbol, automobile emblems, etc.

14. Have each student make and keep a wallet-sized personal identification card which gives his name, correct address, home phone number, emergency contact, school or work assignment, age, marital status, blood type, and doctor's name, address, and phone number on his person. If possible, these cards should be plastic-coated.

15. If students have continual difficulty with certain words or word groups in spelling or writing, present both the manuscript and cursive structure together such as RED and red. Many times students have difficulty understanding words because they cannot perceive the letters of the word when the letters are joined and because they do not pay attention to the details in the word or work group.

16. It is sometimes beneficial to set aside some free time for students to work on puzzles, block designs, models, etc.

in a relaxed atmosphere in order to reinforce the skills in the perceptual-motor domain.

17. Review constantly the linguistic and numerical aspects of the number system. Some concepts which have proven difficult for the students are as follows:
    a. dozen--12
    b. calendar month--30 or 31 (Exception: February)
    c. seconds in minute--60
    d. minutes in hour--60
    e. hours in day--24
    f. days in year--365
    g. days in week--7
    h. AM hours on clock--12
    i. PM hours on clock--12
    j. ruler--12 inches
18. Try to find out where the students go after class or during leisure periods--restaurants, theaters, parks, "hangouts," etc.--and show them how to react to the various situations they can be expected to meet. Example: How to buy tickets. How to order in a restaurant. How to meet an adult, etc.
19. Reproduce a list of common signs found in most places of employment. Examples: Danger, No Parking, High Voltage, Loading Area, Men, Women, Private, Sales Office, Enter, Exit, No Smoking, Stairs, Escalator, etc. Post the signs in the classroom and identify and learn one new sign each day. Stress the importance of obeying all signs and markers.

20. Create many activities for counting and collating classroom materials. Example: Counting and boxing new and used chalk; shelving cleaning materials; collecting and distributing textbooks and workbooks, etc.

21. Prepare displays and charts illustrating the procedure necessary to use a pay telephone. After the dial system is learned, arrange role-playing activities using the pay telephone to reinforce the skills taught on the display and charts. The phone company will loan practice phone sets when they are used for educational purposes.

22. When giving instructions in completing application blanks in class, emphasize that all application blanks are not alike, i.e., position for the name, address, home phone, etc., may appear in different positions for different types of application blanks.

PSYCHO-MOTOR

Materials:

Mayfex Associates, Inc.
111 Barron Avenue
Box 519
Johnstown, Pennsylvania 15907

Mathematics for Employment - Part I
by Larry Parsky

Mathematics for Employment - Part II
by Larry Parsky

Order Department
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Job Experience Kits

Follett Education Corporation
1010 West Washington Blvd.
Chicago, Illinois 60607

Movement Education
by Marianne Frostig

Pacemaker Books
Fearson Publishers, Inc.
6 Davis Drive
Belmont, California 94002

Using Dollars and Sense
by Charles H. Kahn and J. Bradley Hanna

Money Makes Sense
by Charles H. Kahn and J. Bradley Hanna

Educational Research Council of America
Physical Education Program
Charles E. Merrill Publishing Company
Columbus, Ohio 43216

Physical Education: Programmed Activities for Grades K-6
by Gabriel J. DeSantis and Lester V. Smith

Ester O. Carson
18623 Lake Chabot Road
Castro Valley, California

Campus Work Experience
Teenagers Prepare for Work, Book I
Teenagers Prepare for Work, Book II

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Rochester Occupational Reasing Series
    Bakeries
    Gas Stations
    Restaurants and Cafeteria
    Supermarkets
    Truck Farming

National Cash Register Company
Dayton 9, Ohio

Better Retail Selling
Getting Ahead in Retail Selling
Salesmanship as an Art
Tips on Making Change
Toward Successful Service Station Management

National Restaurant Association
1530 N. Lake Shore Drive
Chicago 10, Illinois

Careers in Quality Food Service

New York City Board of Education
New York, New York

Getting A Job In A Restaurant
Getting A Job In The Garment Industry

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Motor Development
by Anna S. Espenschade and Helen M. Eckert

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Developmental Movement
by Muska Mosston

Appleton-Century Crofts
440 Park Avenue South
New York, New York 10016

Movement Patterns and Motor Education
by B. B. Godfrey and C. Kephart

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

The Purdue Perceptual Motor Survey
by E. G. Roach and N. C. Kephart

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Physical Education for Children with Perceptual-Motor Learning Disabilities
by Robert W. Harvat

Harper and Rowe
49 East 33rd Street
New York, N.Y. 10016

Adapted Physical Education
by Arthur Daniels

Prentice-Hall, Inc.
Englewood Cliffs, N.J. 07632

Learning Physical Skills
by John D. Lawther

Prentice Hall, Inc.
Englewood Cliffs, N.J. 07632

Education for Safe Living
by Herbert J. Stock and Elmer B. Siebrecht

PSYCHO-MOTOR

Films

1. Automotive Servie (B. & W., 11 minutes, 107MA)
2. Choosing Your Occupation (B. & W., 10 minutes, 215C)
3. The Electrician(B. & W., 11 minutes, 105 MA)
4. Finding Your Life Work (B. &. W., 22 minutes, 2-101M)
5. Building Houses (B. & W., 11 minutes, 2100E)
6. Meat: From Range to Market (B. & W., 11 minutes, 932E)
7. Agriculture (B. & W., 11 minutes, 113MA)
8. Bathing the Patient (24 minutes, 2403 USM)
9. Cattleman: A Rancher's Story (B. & W., 22 minutes, 2-2220E)
10. Cooking Safety (11 minutes, 17 y)
11. Corn Farmer (B. & W., 10 minutes, 227E)
12. Cotton (B. & W., 10 minutes, 341E)
13. Dairy Industry (B. & W., 11 minutes, 111 MA)
14. Egg Production (B. & W., 10 minutes, 352 E)
15. Fred Meets A Bank (B. & W., 10 minutes, 119C)
16. Home Nursing (B. &. W., 10 minutes, 167E)
17. Job Evaluation (10 minutes, 18MH)
18. Machine Maker (B. & W., 10 minutes, 184 E)
19. Material Control (B. & W., 10 minutes, 14 MH)
20. Mechanical Apptitudes (B. & W., 11 minutes, 509C)
21. Metal Craft (B. & W., 10 minutes, 236E)
22. Milk (B. & W., 11 minutes 330E) Milk Second Edition
23. The Nurse (B. & W., 11 minutes, 431E)

24. Orange Grower (B. & W., 10 minutes, 294E)
25. Poultry Raising (B. & W., 10 minutes, 301 MA)
26. Principles of Cooking (B. & W., 10 minutes, 126E)
27. Principles of Baking (B. & W., 10 minutes, 103E)
28. Principles of Home Canning (B. & W., 10 minutes, 192E)
29. Sewing (B. & W., 11 minutes, 773E)
30. Simple Machines (B. & W., 10 minutes, 251E)
31. Simple Machines (B. & W., 6 minutes, Inclined Plane 750)
32. Simple Machines: Levers (B. & W., 6 minutes, 750C)
33. Simple Machines: Pulleys (B. & W., 6 minutes, 751C)
34. Simple Machines: Pulleys (6 minutes, 752C)
35. Simple Machines: Wheel & Axle (B. & W., 6 minutes, 753C)
36. Television and How It Works (B. & W., 11 minutes, 647C)
37. Transportation (B. & W., 10 minutes, 307MA)
38. Truck Farmer (B. & W., 11 minutes, 293E)
39. Using the Bank (B. & W., 9 minutes, 363E)
40. Wheat Farmer (B. & W., 10 minutes, 2-1440E)
41. Poultry on The Farm (Color, 11 minutes, 2-1760E)

UNIT TITLES

Listed below are suggestions of possible unit titles that may be appropriate to psycho-motor competencies.

Recreation Facilities and Service
Local Industry and Business
Physical Fitness
Movement
Analyzing Work
Evaluating Yourself
Developing Qualities of a Good Worker
Safety as It Related to the Job (in school)
Following Instruction
Working Alone, or On My Own (minimum of supervision)
Work Tolerance--Span of Attention
Skills Needed for Success at Work
Respect for Time
Personal Appearance and Habits
Analyzing Work (Motor Functions)
    -perception   -dexterities
    -coordination   -spatial relationships
What Will Work Experiences Mean To Me?
What Hobbies Will Help Me Get A Job?
Evaluating Work

Would You Burn Your Paycheck? (Fire Safety at Work)

Punctuality, Responsibility, and Dependability

Training--What are the Community Resources?

Work Samples

Job Analysis

Tests and Measurements in Employment

Medical Aspects of Work

Working With Limitation

-sitting
-standing
-lifting
-temperature
-dust
-strength
-twisting
-exertion
-vision

Safety as it Relates to the Job (out of school)

CHAPTER IV

COMPETENCIES RELATED TO ENVIRONMENT

While competencies related to environment are difficult to define in actual situations, they may comprise the singly most important area in vocational learning. In general, the ability of the EMR student to cope with his environment is a significant factor in job success. Many times educators assume that students have the "know how" to travel from one location to another, or that they have the "know how" to obtain certain cards (work permits, social security, etc.). This is an incorrect assumption!

The abilities for work holding and attainment require very practical considerations within the environment. For example, obtaining an automobile license in Illinois is a very different process from obtaining an automobile license in Mississippi. However, such operations can mean that the difference between employment and non-employment.

Research findings seem to concentrate on two general factors concerning vocational education for the retarded:

1. A survey of the community is important.

   Parameters

   a. Application blanks

   b. Travel

   c. Driver training

  - d. Law that effects workers
  - e. Unions
  - f. Job trends
  - g. Job appraisals
  - h. Labor economics
  - i. Profit motive
  - j. Social security
  - k. Health permits
  - l. Birth certificates
  - m. Employment agencies
  - n. Newspapers
  - o. Withholding tax

2. Special training programs are needed.

   Parameters

   - a. DVR--school cooperative programs
   - b. In school work experience

The parameters in this chapter do not lend themselves to unit outlines. The suggestions that follow are possibilities that the educator might consider.

ENVIRONMENT

Unit Samples Relating to Factor 1

Research has indicated an understanding and a knowledge of one's community are the most important factors in job hunting and job obtaining. The pages that follow contain examples and discussions relating to some factors which future workers will need to understand. However, only an educator with particular skills can meaningfully relate these to his students in a given community.

ENVIRONMENTAL

Parameter: Application blanks

Developing the ability to correctly fill out an application blank is a necessary skill for students. It is important that the information be placed in the correct blank and that applications be totally completed.

Most application blanks contain the following information:

Name
Address
Date of birth
Place of birth
Telephone
Social Security Number
Occupation
Place of business
Employer
Parents' name (or next of kin)
Parents' address
Parents' telephone
References (including name, address, telephone)
Draft status
Previous employment (why left)
Transportation

Activity: Get several variations used for job applications. Using the identification cards carried by students, as suggested in the previous chapter, have each student fill out (spread this over several days) each application blank. Check these to be certain each is correctly filled out.

ENVIRONMENTAL

Parameter: Travel

A student should be able to make his own decisions regarding the following aspects of travel:

Deciding when travel is necessary

Deciding where to go

Deciding the mode of transportation, depending upon time and scheduling, money, and distance

Knowing how to transfer

Deciding when to depart

Providing for a way to return

Using car pools

A bicycle is a means of transportation which is easily manipulated by students and which does not require licensing. The students should be familiar with all types of bicycles, especially the three-wheeled bicycle which facilitates transporting bulky articles. Bicycle regulations as well as bicycle safety and proper care of the bicycle may be taught to the class by the local police department or by another civic organization.

ENVIRONMENTAL

Parameter: Driver Training

A formal course in driver training is necessary for the student. The physical education department of high schools and colleges may offer this service to students.

A sample application follows:

Name______________________________Age__________

Address____

Social Security Number__________________________

Telephone______________________________________

Place of Employment_____________________________

Parents' Name___________________________________

Parents' Address________________________________

References______________________________________

____

____

A birth certificate is required at the State Highway Department to validate the age of the student. It would be wise to obtain sample copies of the driver's written test.

ENVIRONMENTAL

Parameter: Laws that effect workers

Many unforeseen job placement difficulties can arise for the student if he is not informed about federal, state, and local job ordinances. It is the responsibility of the instructor or counselor to know the local labor laws and to help the student learn how these laws influence his full and part-time employment opportunities. Topics which should receive special attention are the following:

1. Workmen's compensation
2. Work permits--part-time employment
3. Child labor laws
4. Unemployment compensation
5. Hourly wages

ENVIRONMENTAL

Parameter: Unions

Union membership is an important employment consideration for many students. Vocational education personnel should investigate the union requirements in the local area and should prepare an outline of requirements for the students. Detailed guidelines should aid the student in relation to key topics like the following:

1. Apprenticeship programs
2. Union membership dues and expenses
3. Union retirement programs
4. Seniority
5. Open and closed shops
6. Union insurance programs
7. Union co-ops for personal purchases
8. Union loan organizations

ENVIRONMENTAL

Parameter: Job trends, job appraisals, labor economics

Some knowledge of people's jobs, job trends, the social climate, and the local labor conditions are important aspects for worthy employment. It can never be assumed that students will be equipped to decipher the many variables which are not directly associated with concrete work-type operations.

The Mississippi Power and Light Company's Research and Library Section in Jackson, Mississippi, has a paper titled Employment in Manufacturing. It lists manufacturing employment figures by county.

A few large companies in Mississippi include the following:

Seminole Mfg. Co.
Amory Garment Co.
Pullman Couch Co.
Lucky Star Mfg.
Stahl-Urban Co.
Reliance Mfg.

Dixie Pine Products Co.
Hercules Powder Co.
Fryling Electric Co.
Mississippi Valley Cement Co.
Crosby Forrest Product Inc.
Johnson Furniture Mfg.

ENVIRONMENTAL

Parameter: Social Security

Students who are of legal working age should have a social security card and number. Social security benefits should be explained to students. The fact that the student will have only one number throughout life should be emphasized. Students should keep the social security card with them at all times to facilitate the completion of application blanks.

Parameter: Health Permits

Students should be aware of the fact that they will have to pass a physical examination in order to obtain a health permit. The requirements for health permits should be reviewed with the students, and the reasons for necessary immunizations and chest X-rays should be discussed.

ENVIRONMENTAL

Parameter: Birth Certificates

Each student should obtain a certified copy of his birth certificate which may be studied in class. All students should know how to obtain a new birth certificate if his copy is lost. The students should realize the importance of keeping the birth certificate in a safe place. The fact that birth certificates are needed when applying for various jobs, licenses, etc. should be emphasized.

ENVIRONMENTAL

Parameter: Employment Agencies

Students should realize that employment agencies will help them find jobs. A speaker could familiarize the students with the types of jobs handled by agencies. Some employment agencies require a high percentage of the first pay check/s as a fee. Students should understand payment terms before signing up with an employment agency. Students should be advised to learn if the employment agency is reputable and to use the State Employment Agency and the want-ads first.

ENVIRONMENTAL

Parameter: Newspaper

Students should be able to follow the index in the newspaper to find the sports section, TV schedule, comics, etc. The fact that the most important current news is found on the front page should be emphasized. The services provided by the newspaper such as the want-ads should be stressed. Reading the local newspaper may help a student take a more active interest in his community.

ENVIRONMENTAL

Parameter: Withholding Tax

A student should realize that a difference in his real wages and his salary may be caused by withholding tax. The reasons for withholding money as a beneficial act for the student should be pointed out. The student should realize that the amount of money withheld depends upon the size of the salary. The students should know the procedure for obtaining a refund of money withheld for income tax purposes.

ENVIRONMENT

Unit Samples Relating to Factor 2

This factor relates to actual on-the-job placements. These are mostly associated with organizational procedures within a given program.

IN-SCHOOL WORK-EXPERIENCE

One of the chief aims of the high school program for the educable mentally retarded is to help the student become economically self-sufficient. This can be accomplished, in part, through training that will help the student seek a job geared to his abilities and to get and to hold the job. Therefore, the accent is placed upon occupational education.

Occupational training for the mentally retarded high school student includes a four year work experience program. The program first provides practical on-the-job training within the school for the freshman. During the sophomore year, the student may continue the in-school job training along with several field trips to industries. During the junior and senior years, the students are assigned to an out-of-school job training opportunity. Counselors work closely with the employer and with the special teacher who finds suitable jobs, places the student on the job and evaluates the student's progress. The teacher of the special class begins this plan at the freshman level within the curricular experiences of the classroom and supplies information and guidance which lead to occupational opportunities within the school.

After the high school special class teacher has discovered the capabilities of the students, he will contact and discuss with the school employer the possible in-school work-experience jobs for members of the class. The criteria to be used in placing and continuing a student on a job will be by mutual agreement between the special class teacher and the "employer."

I. Criteria for in-school job placement.
   A. The job placement should be of definite value to the student and to the school. (There should be no make-work or featherbedding.)
   B. The special class teacher should arrange for job placements, should counsel the students, should make arrangements for frequent contacts with the "employer" and should agree upon a method of evaluating the students' progress.
   C. A student should remain on the job only if, and as long as, his work is satisfactory. He should be removed from the job if the employer and/or the special teacher find him to be unsatisfactory.
   D. A student will usually be assigned to a job for one period per day. He will receive credit toward graduation usually receive no pay. (Assignment beyond these conditions will require special arrangements between the employer and the teacher.)
   E. Because many of the personnel, ("employers") working with the students will not be teachers (custodians,

cafeteria managers, etc.), the special teacher will need to counsel them in order to insure a smooth working program.

II. "Employers" and available jobs and some of the "Employers" and some of the available jobs for in-school work-experience high schools are listed below:

- A. Activities Director
    - 1. Messenger
    - 2. Set up rooms for meetings, etc.
- B. Art Rooms and Shops
    - 1. Stocking and arranging supplies and tools
    - 2. Helping with inventory
- C. Audio Visual Coordinator
    - 1. Deliver and pick up materials and machines
    - 2. Operate machines
- D. Book Room
    - 1. Deliver books and other materials
    - 2. Mend books
    - 3. Alphabetize book jackets
- E. Cafeteria
    - 1. Wash dishes
    - 2. Clean tables
    - 3. Pantry man--stock shelves, etc.
    - 4. Potato peeler
    - 5. Sandwich maker
    - 6. Salad maker
    - 7. Ice cream maker

   8. Cake icer
   9. French fries
   10. Food server
   11. Cashier--cafeteria, faculty dining room, and snack bar

F. Custodian
   1. Clean chalk boards and erasers
   2. Place and line garbage cans
   3. Sweepers
   4. Help to "sep-up" meeting rooms. (Music, conference, etc.)
   5. Rake leaves and do garden work
   6. Other jobs peculiar to a building as suggested by the custodian and/or the special class teacher

G. Drama Department
   1. Helping with props and scenery
   2. Acting as messenger to "dressing room"--notify performers

H. Library
   1. Arranging books and magazines
   2. Placing cards in books

I. Music Department
   1. Setting up chairs and equipment prior to practice
   2. Mending music sheets, etc.
   3. Storing sheet music and music books in proper place

J. Physical Education and Athletic Department
   1. Preparing and storing equipment

   2. Helping with maintenance of equipment
   3. Helping prepare field, track, or floor for games or class (clean or set up nets, etc.)
   4. Issuing and checking in equipment

K. School Laundry

   1. Sorting and washing laundry
   2. Folding, delivering, and storing laundry

L. School Supply Store and Snack Bar

   1. Stocking shelves
   2. Serving

M. School Office

   1. Acting as a messerger
   2. Alphabetizing attendance slips, etc.

III. Some of the reasons given by school "employers" for not using more mentally retarded students on in-school work-experience are the following:

A. Need too much supervision

B. The employer doesn't have the time to give the needed help.

C. The MR doesn't do a thorough enough job.

D. The job sometimes needs to be done over.

E. The MR does too much "playing around."

F. The MR talks too much.

G. The MR fails to take proper interest in the assigned job.

H. The MR exhibits poor attitude toward the job.

I. The MR lacks personal cleanliness.

J. The MR has poor grooming habits.

K. The MR is unable to adjust to a change in personnel.

IV. Some additional reasons given by special class teachers for student failure on in-school work-experience jobs are the following:

A. Changes in supervisory personnel who require different methods or procedures on the job and who do not give proper explanations to the student.

B. The lack of acceptance of the work program (by the student and parents).

C. The lack of variety in jobs.

D. The student's unrealistic attitude about what jobs they can do well.

E. Hesitancy, and perhaps prejudice, of employers because the student is in an MR class.

F. Pressure from the parents. (Some parents feel that perhaps the student should be learning the 3 R's in the place of work experience.)

V. To accomplish in-school job placement--"Matching the students to the available jobs"--do the following:

A. Determine the students' skills in the classroom.

B. Determine the students' interests.

C. Interview and counsel the prospective employers.

D. Continually teach and counsel students about their appearance, cleanliness, work habits, etc.

VI. Some procedures used by special classroom teachers immediately before placing the student on the job are as follows:

A. Go with the student to see someone doing the same assignment or a similar assignment.

B. Teach the student the skills needed before he goes on the job. (Practice in the classroom.)

C. Help the student do the job for the first few times.

D. Encourage the employer to make suggestions about your helping the student. (This should be done after the first trial on the job.)

VII. Some of the methods used to evaluate the student's success on the in-school work-experience are the following:

A. Daily and/or weekly contacts with the employer.

B. Observations of the student on the job.

C. Discussions with fellow workers.

D. Student-teacher evaluations.

E. Written reports (check-list) by the employer.

VIII. How the special classroom teacher can "teach" toward future success following a job failure.

A. Student self-evaluation

B. Teacher-student evaluation of records and reports

C. Determination of attitude of parents (if not already known)

D. Teacher-student cooperation in determining ways to correct past mistakes and omissions

E. Placement of student on an easier or more suitable job

ENVIRONMENT

Tips

Competencies

Materials

Unit Titles

ENVIRONMENTAL

"Tips for Teachers"

1. Well before the school year, check the local requirements for work permits. Frequently, students who are ready for full or part-time employment are not employed because there are various legal restrictions related to work permits which instructors and counselors did not foresee or investigate.
2. It is often possible to secure a driver training automobile mock-up or simulation trainer for classroom use. Usually these devices can be secured from federal military installations or from salvage yards on loan or for minimal cost.
3. Become acquainted with the local laws concerning various types of employment for adolescents and for the handicapped.
4. Check with local unions in relation to employment restrictions, training programs, and membership requirements.
5. Try to open more in-school work experiences for the students. Many more in-school work experiences could be secured in areas other than cafeteria work or janitorial tasks. Students should be given more opportunities to work in the school office, the library, and the teacher-aide positions.

6. If the instructor or a counselor discovers that a student is going to travel to another city or to a distant location, he should secure the name, address, and phone number of the party the student will contact out-of-town; and he should learn approximate time of arrival for the student. If the instructor or counselor has a realistic concenr in relation to problems of travel which the student may encounter, he should phone the out-of-town party to determine that the student arrived safely. It may also be appropriate to give the student the instructor's or counselor's office and home phone numbers for any emergency contact that may be necessary.
7. Many students have difficulty locating job opportunity sections in the newspaper. Reproduce an enlarged section of the want ads and carefully explain each item which illustrates type of job, qualifications, place of employment, phone numbers, etc.
8. Explain why health permits are required for many jobs, especially jobs involving food services. Ask the county health department what the most common diseases are in the area.
9. Many students find jobs through friends, relatives or neighbors. Students should be encouraged to tell their families and friends that they are interested in many types of employment and are willing to accept part-time work while they are completing their vocational training curriculum, if this option is open to the students.

10. Have a successful student visit the class and discuss his work, the problems he has encountered on the job and in society, his leisure time activities, and his plans for the future.
11. As soon as a student mentions an occupation which is relatively unknown to the majority of the class, investigate the feasibility of including the occupation of the class list of occupations; and list the requirements for the new occupation.
12. Frequently the students do not understand the economics involved in relation to the payment of wages or salary. Invite a business man, a company manager, an accountant, or a supervisor to visit the class and to visually demonstrate how profits are earned, expenses are met, workers are employed, and benefits for workers created.
13. Throughout the year maintain a personal list of problem areas the students have encountered in job training and in society. These areas of difficulty can become focal points for curriculum innovations and for counseling adaptations. Some frequent and common examples of problem areas are the following:
    a. The inability to get along with co-workers.
    b. The inability to understand payroll deductions.
    c. The lack of purposeful leisure time activities.
    d. Parental difficulties
    e. The inability to find and use local forms of transportation.

  f. The payment of excessive interest on major installment purchases.
  g. The inability to locate and use beneficial public agencies.

14. Be alert to changing job trends in the local area. If major industries are moving into the area, try to determine the various jobs which will be available; and try to determine the requirements for those jobs which seem appropriate for the students.

ENVIRONMENT

Materials:

Follett Educational Corporation
1010 West Washington Boulevard
Chicago, Illinois 60607

The Turner Career Guidance Series

1. Wanting A Job
2. Training For A Job
3. Starting A Job
4. Looking For A Job
5. Holding A Job
6. Changing A Job

The President's Committee on Employment of the Handicapped
Washington, D.C. 20210

How To Get A Job
by John D. Webster

Fearon Publishers
6 Davis Drive
Belmont, California 94002

Jerry Works in A Service Station
by Jewel M. Wade

The Turner-Livingston Reading Series
Follett Educational Corporation
1010 West Washington Boulevard
Chicago, Illinois 60607

The Jobs You Get
by Richard H. Turner

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Our Working World
The Job Ahead
by Herman R. Golberg and Winifred F. Brumber

Pacemaker Books
Fearon Publishers, Inc.
6 Davis Drive
Belmont, California 94002

Getting A Job
by Florence Randall

Charles A. Bennett Co., Inc.
809 W. Deliveiller Drive
Peoria, Illinois 61614

Steps in Home Living
by Florence M. Reiff

Frank E. Richards Publishing Company, Inc.
324 First Street
Liverpool, New York 13088

I Want A Job
by Margaret W. Hudson and Ann A. Weaver

Frank E. Richards Publishing Company, Inc.
324 First Street
Liverpool, New York 13088

Getting Ready For Pay Day
by Margaret W. Hudson and Ann A. Weaver

Finney Company
3350 Gorham Avenue
Minneapolis, Minnesota 55426

Finding Your Job

Mafex Associates, Inc.
111 Barron Avenue
Box 519
Johnstown, Pennsylvania 15907

Living In Your Community

Educational Activities, Inc.
Box 392
Freeport, New York 11520

Work Study Programs for Alienated Youth
by George W. Barehill

Social Perceptual Training Kit for Community Living

(Text Workbooks and Curriculum Guides)

Department of Education
Pierre, South Dakota

Pre-Vocational and Vocational Curriculum Guide

Mayfex Associates, Inc.
111 Barron Avenue
Box 519
Johnstown, Pennsylvania 15907

What Every Young Driver Should Know
by Richard Gross

Watch Your Driving Language
by Albert S. Levy and Jan Anderson

I Live in Many Places
by Rudolph Matyas

Living In Your Community

Succeeding At Work
by M. W. Hudson and A. A. Weaver

Getting A Job

Fearon Publishers, Inc.
6 Davis Drive
Belmont, California 94002

You and Your World
by Wilbeta R. Bolinger

Pacemaker Books
Fearon Publishers, Inc.
6 Davis Drive
Belmont, California 94002

To Be A Good American In Your Community
by Margaret W. Hudson and Ann A. Weaver

ENVIRONMENTAL

Films

1. Driving at Night (B. & W., 12 minutes, 33F)
2. Driving in the City (B. & W., 18 minutes, 2-84F)
3. Driving Under Adverse Conditions (B. & W., 18 minutes, 2-56F)
4. Jimmy of Safety Patrol (B. & W., 10 minutes, 403J)
5. Law of Social Control (B. & W., 10 minutes, 176C)
6. Passenger Train (B. & W., 11 minutes, 862E)
7. The Patient is a Person (B. & W., 20 minutes, 2-2005C)
8. Driver Education: Practice Makes Perfect (B. & W., 11 minutes, 576M)
9. Problems of Housing (B. & W., 11 minutes, 297E)
10. Safety in The Home (B. & W., 14 minutes, 2-524E)
11. Safety on The Street (B. & W., 11 minutes, 567E)
12. Telephone Courtesy (B. & W., 25 minutes, 2-12BT)

UNIT TITLES

Listed below are suggestions of possible unit titles that may be appropriate to Environmental competencies.

Work Experience Program

Out of School Work Experience

Shopping and Buying

Shopping

Catalog Purchasing

Credit Buying

Consumer Education

Advertising

Taxes

Banking and Saving

Service Clubs

Industries and Businesses

- -The Metal Industries
- -The Paper Industries
- -The Lumber Industries
- -Shipbuilding
- -Nursery and Landscaping
- -Retail Stores
- -Maintenance Occupation
- -Hotels and Motels
- -The Textile Industries
- -The Construction Industries
- -The Transportation Industries
- -Farming
- -Laundry and Cleaning
- -Service Stations and Garage Work
- -Food Services
- -Heavy and Light Industry

Working Hours--Shifts (in school)

Labor Organization and Unions

Selection of Type of Work (Realistic--appropriate to vocation)

Interview Techniques

Following A Routine

Cooperation and Patience

Employment Rights (Social Security, Health Certificates, Right to Work, Civil Laws, etc.)

In School Employment Activities

Getting and Holding a Job

Where Do I Seek Help?

Acceptable Adult Behavior

The DVR Counselor

Fringe Benefits

Payroll Deductions and Insurance

The Shop Steward--Closed Shops--Company Unions

My Responsibility and Status Regarding the Draft

Record Keeping

Sources of Job Information

Competition in the Labor Market

Occupational Structure of Business and Industry

Transportation--To and From

Budgeting Work Money

Interviewing and Job Applications and Procedures

What Does the Boss Expect?

Why Are We In Business?

Working Hours--Shifts (out of school)

Ways of Improving Myself After Leaving School

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APPENDIX A

JOB DESCRIPTION SAMPLES

SERVICE STATION WORKERS

In the early days most gasoline stations sold only gasoline, oil, and grease. Some sold kerosene or "coal oil" as it is was often called. Today what used to be only a "filling" station is now a "service" station. Selling gasoline, oil, and grease is still the main business for the service station operatior, but many other services are provided at the station.

A person who expects to hold a job in a service station now might have to know how to do most or all of the following things:

1. How to ask the customer what service he wants.
2. How to put gasoline in the tank.
3. How to check the water in the battery and test the battery cells.
4. How to operate a battery charge.
5. How to check the air in the tires.
6. How to clean the windshield and windows.
7. How to grease the car.
8. How to change the oil.
9. How to change a tire and repair it.
10. How to make small repairs on a car.
11. How to wash and polish a car.
12. How to sell parts for a car and how to recommend certain products such as anti-freeze and anti-rust compounds.

13. How to park cars for customers.
14. How to clean up around the station.
15. How to use tools such as wrenches and screw drivers.

The service station worker must know where to find the following parts on all makes of car:

1. the generator
2. the brake cylinders
3. the air filter
4. the battery and battery calbes
5. the oil gauge
6. the fan belt
7. the oil filter
8. the speedometer cable
9. the grease fittings
10. the spark plugs
11. the distributor
12. the oil drainage plug

He should know why these things are used:

1. Chamois
2. hydrometer
3. hoist
4. jack
5. distilled water

Working in a service station does not require great training unless the worker wishes to become an expert mechanic. A service station worker should be a cheerful and polite person. He should be able to read directions and to follow the. He should know how to make correct change after he has added up the customer's bill. If the customer buys gasoline, only the bill is added by the gasoline pump. The service station worker should have good health, since he may have to work in all kinds of weather.

A young worker interested in service station work can look for a job by checking the neighborhood gasoline stations to see if any one is needed part time or full time. The job section of the newspaper often carries advertisements for employers needing service station workers. There is a great amount of turn over (people leaving the job) in this field and many times a friend can let you know when an opening will come up.

Before a person tries to get a job in a service station he should try ot learn all he can bout cars and should work around service stations. If one watches when he goes into a station in a car, he can learn much by watching and by listening as the attendants work.

1. Put gasoline in the tank____________
2. Check air in the tires______________
3. Check water in the battery__________
4. Change the tire_____________________
5. Clean the windshield________________
6. Check the oil level_________________
7. Change the oil______________________
8. Grease the car______________________
9. Adjust the brakes___________________
10. Put water in the radiotor___________

Here is a list of words. Some of the words are the correct ones to complete the sentences below. Using the words you need to fill in the blank spaces in the sentences.

1. radiator
2. generator
3. speedometer
4. oil gauge
5. battery cable
6. fan
7. hoist
8. oil filter
9. Tow truck
10. Distilled
11. Chamois
12. differential
13. head lights
14. brakes
15. grease gun

(a) _____________ are used to stop a car.
(b) A ______ _________ is used to connect the battery to the car.
(c) A car is cooled by water in the _________________.
(d) The _________ is used to raise the whole car off the ground.
(e) The _____ is used to raise the whole car off the ground.
(f) The battery is charged by the _______________.
(g) A _________ is used in washing the car.
(h) An ________ _________ is used to find out how much oil is in the car.
(i) The rear end of a car's transmission system is the _________.
(j) The truck used to bring in cars that have broken down is the _______ _______.
(k) The oil in the motor is kept clean by an _____________.
(l) The pure water used to fill a battery cell is called _____ ___________.
(m) The large front lights on a car are its _____________.
(n) The ________ ________ is used to put grease on certain parts of the car.
(o) The ___________ draws air through the radiator to help keep the car cool.

A service station worker might have problems like these. Find the correct answer for each one.

1. A man bought 10 gallons of gasoline for 3.85 and one quart of oil for 54 cents. How much should he pay?

   ____

2. How much change should he get from a 10 dollar bill?

   ____

3. A gasoline station sold 267 gallons of gasoline on Monday, 187 gallons on Tuesday, 208 gallons on Friday, and 161 gallons on Thursday, 311 gallons on Friday, and 428 gallons on Saturday. How many gallons did the station sell for the week? _______ gallons.

4. If the average price per gallon was 31 cents, how many dollars worth of gasoline was sold on:

   a. Monday ___ d. Thursday ____
   b. Tuesday _____ e. Friday ____
   c. Wednesday ____ f. Saturday ______

5. Mrs. Smith bought a can of wax for $2.50 and a set of spark plugs for $6.40. How much should her bill be?

$______

Write the names of five large companies that have service stations in this area:

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

HOSPITAL ATTENDANT

New hospitals are being built and hospital wings are being added every day to take care of our growing population. This means there are added jobs for hospital attendants. An attendant works for the nurses and doctors doing much of the work listed below. He works most of the time standing up or walking. A boy attendant is called an orderly, and a girl attendant is called a nurse's aid.

Most hospitals want their aids to have a high school education and to be over 18 years old. An attendant must be health, neat and clean and willing to help others.

Usually hospital attendants are trained on the job, but many take a five week training class.

A hospital attendant does the following:

1. makes beds
2. counts supplies
3. sorts supplies
4. cleans supplies
5. moves supplies by cart
6. lifts people
7. helps people move
8. gives baths
9. gives rubs
10. washes hands and faces of people
11. combs hair
12. brushes teeth
13. passes out wash bowls
14. passes out bed pans
15. serves meals
16. helps feed people
17. runs errands

A hospital attendant should be the following:

1. healthy
2. clean and neat
3. careful
4. punctual
5. dependable
6. clean work habits
7. helpful
8. cheerful
9. interested in people
10. interested in the work
11. ready to work
12. willing to work

What a hospital attendant should know how to do:

1. how to read
2. how to write
3. how to lift people
4. how to make beds
5. how to bathe people
6. how to carry trays
7. how to clean supplies
8. how to listen to directions
9. how to read directions
10. how to sort
11. how to care for supplies
12. how to place trays on beds
13. how to find things that need to be done
14. how to tell time
15. how to fill out a time sheet or to use a time clock

He should have a knowledge of these:

1. rules of safety
2. where things belong
3. time
4. time sheet

Where a hospital attendant can find work:

1. hospitals
2. rest homes
3. child care centers
4. institutions

Am I ready to be a hospital attendant?

What I know and what I can do now	What I must learn and what I must do better

Where I can apply for a job as a hospital attendant:

Place	Address

HOSPITAL CLEANING LADY

General Description

For a long time, the nurses did all the housekeeping. They were so busy cleaning, they hardly had time to take care of sick people. That is when good hospitals started to hire Hospital Cleaning Ladies to do the housework.

Job Activities

1. Mop or scrub floors
2. Keep corners and baseboards clean
3. Wax floor
4. Dust walls and ceilings
5. Dust furniture
6. Wash walls and ceilings
7. Dust picture frames
8. Dust mirrors
9. Clean ventilator grills
10. Clean light switches
11. Wash beds before new patients come in
12. Wash or vacuum rugs
13. Keep bathrooms clean
14. Empty trash cans
15. Sterilize trash cans
16. Sweep and keep kitchen equipment clean
17. Wash and dust lighting fixtures
18. Keep halls clear of objects that could trip people

Personal Characteristics Emphasized

Hospitals do not want to hire persons who are lazy and ill-tempered. They want pleasant men and women who do a good day's work. You should also be honest, clean, and willing to follow directions exactly as they are given to you.

Physical Capacities

As a Hospital Cleaning Lady, you must be strong and healthy, or you will be too tired to do the job. You have to know all about housekeeping and about how to get things clean. It is important that you be able to work quickly and that you be able to follow directions carefully. You also have to remember the safety rules for cleaning, so you do not have an accident while you are working.

Walking--Moving about on the feet by taking alternate steps, setting one foot before the other without running.

Working Conditions--All the work of a hospital cleaning lady is done inside.

Reasoning Development--Apply common sense understanding and carry out oral, step by step instructions.

Language Development

1. Executive housekeeper--The person in charge of all cleaning ladies.
2. Thermostat--A dial to control the temperature of a room.
3. Ventilator grill--The screen over a heater or air conditioner.

Mathematical Development--No mathematical skills are needed to be a hospital cleaning lady.

Interests

1. The person enjoys doing housework.
2. The person is able to follow directions.
3. The person likes to be around other people.
4. The person likes to help otherpeople.

Salary Range of Jobs Surveyed--If the person belonged to the union, his pay would likely be somewhere between $1.65 and $1.75 per hour. It will usually be around $1.65 per hour.

Miscellaneous--The person will usually work eight hours, five days a week. Sometimes she takes turns working Saturdays, Sundays, and holidays with some of the others on the cleaning staff. She has a short rest period each morning and afternoon.

DISHWASHER

General Description

Helps keep the working area in the kitchen and dining room free of dirty dishes and crumbs or particles of food.

Job Activities

1. Scrapes dishes
2. Scrapes trays
3. Scrapes Pans
4. Washes dishes either by hand or by machine
5. Cleans work tables
6. Stores and shelves dishes
7. Sorts out the silver and puts it in the correct place
8. Puts the cooking utensils in proper place
9. Makes sure that all items washed are dry before they are put away
10. Keeps watch on detergent and gets more when the supply is low

Personal Characteristics Emphasized

The employee should be able to work well with others because there will be several people in the kitchen. He should have a pleasant disposition because when he cleans off a table other people will be sitting at the other tables eating. The employee should wear comfortable clothes, but the clothes should be neat enough so they will not draw attention to the customers.

1. Self expression--communicate, ask for assistance, question
2. Appearance--cleanliness, good manners, neatness in appearance
3. Attendance--be reliable in attendance and punctuality

Physical Capacities

The employee will not have to lift but a few heavy objects such as big pans. He should be able to stand up for a long period of time.

1. Reaching--extending the hands and arms in any direction
2. Handling--seizing, holding, grasping, turning or otherwise working with the hands or hand, not fingering
3. Standing--supporting oneself on the feet and legs in an upright position

Working Conditions

All the work done by the dishwasher is performed inside.

Reasoning Development

Use common sense and be able to follow orders when given. Most work is routine and can be learned very easily.

LANDSCAPE GARDENER'S HELPER

General Description

The employee takes care of plants that are in the ground but he also grows plants in a greenhouse. He digs the plants up when people buy them.

Job Activities

1. Cut grass
2. Waters grass
3. Keep the flowers trimmed
4. Spray the flowers, shrubs, and trees
5. Seed to sod bare spots on the ground
6. Spread fertilizer
7. Keep the leaves raked up
8. Shovel snow from walks and driveways in the winter
9. Keep trash picked up

Personal Characteristics Emphasized

The employee does most of his work with his employer but sometimes he comes in contact with other people wanting to buy plants. The landscape helper should not be afraid of getting dirty, because this is involved in his work. He should be able to converse with the customers.

1. Stamina--have physical stamina, strength, resist fatigue
2. Directions--follow procedures, instructions, or directions

Physical Capacities

The landscape gardener's helper should like to work with plants and know something about the many different types there are. He must be strong and able to do heavy lifting. He should be willing to get any job done that is assigned to him.

Working Conditions

Ninety per cent outside work; ten per cent inside. Most work is done outside but on extra cold days or rainy days, the work is done inside.

Reasoning Development

Apply common sense, understanding, and carry out instructions. He should do his work to meet up to his standards.

Language Development

He should be able to carry on a conversation:

1. Patio--a paved place in a yard
2. Prune--to cut
3. Sod--grass

Mathematical Development

No mathematical skills are needed except to be able to count the number of plants desired.

Interests:

1. Likes to watch and help plants grow
2. Likes to mow and trim the lawn
3. Likes to keep physically fit
4. Likes to be around others

Salary Range of Job Surveyed

Employees earn between $1.60 and $2.00 per hour. Some earn up to $3.00 per hour.

Miscellaneous

Generally, a landscape gardener's Helper works a forty-hour week. If he works for a nursery, he may work overtime during rush seasons. Nurseries are often open on Sundays as well as Saturdays during the growing season, so he should plan on working at least some weekends during the year.

CAR WASHER

General Description

Car washers work in many different business places. They work in service stations, auto repair garages, parking ramps, large trucking or cab companies, and automatic car washes. If you become a car washer, the way you do your work depends on the company you work for.

Job Activities

1. Cleaning the inside of the car with a broom or vacuum cleaner.
2. You empty the ashtrays.
3. Wash and polish the insides of the windows.
4. You work with a hose, soapy water, a sponge, clean cloths, in cleaning the outside of the car.
5. Wet car and wash the dirt off by using soap and rubbing with the sponge or a brush.
6. Run water from the hose over the car to get all the soap and dirt off.
7. Wipe car dry.
8. Polish windiws.

Personal Characteristics Emphasized

If you want to work as a Car Washer, you should be able to get along well with others. You usually work as part of a team of workers, and you must be willing to do your share of the work. You should arrive on the job on time each day and be willing to work overtime if necessary. You often do the same few steps over and over and over in this job. You should be able to do the same things repeatedly without becoming bored.

Physical Capacities

Employee should be able to lift and carry buckets of water and soap. Stretching across the car to get to all areas cleaned. Good control of the hands and arms.

Ability to express and talk with other people. Be able to bend, reach, stoop, and kneel. Good eyesight, so you do nto miss any spots on the car.

Working Conditions

Outside work all the time except in case of rain.

Reasoning Development

Deal with Standardized situations repeating the same things over and over without becoming bored.

Language Development

You should pay special attention to English and speech to improve your ability to understand and follow directions.

Know words such as:

automatic--works by itself
chamois--a soft leather
dashboard--the instrument panel of a car

Mathematical Development

Perform very little math if any at all.

Interest

Enjoying working outside. Working as a team, and should be able to get along well with other people.

Salary Range of Job Surveyed

$1.60 per hour. If you work for a dealer's garage, you may earn as much as $2.00 per hour in some cities. Some automatic carwashing shops pay their workers at the end of each day.

Miscellaneous

Most places are opened from 8:00 a.m. to 6:00 p.m. Usually work 40 hours a week. Most are open on Saturdays, and some are open on Sundays, too. You may not always work the same hours each day.

BOTTLING PLANT WORKER

General Description

Keep the bottles clean that are going to be used and make sure all bottles are without dirt. Keep his environment clean.

Job Activities

1. Washes bottles
2. Inspects the bottles to see if they are clean
3. Checks the bottles that have been filled
4. Puts empty bottles on conveyor or moving belt to be washed
5. Puts cases of bottles that have been filled on a cart to be delivered
6. Keeps machines in which he is working with clean
7. Sweeps the floor in his area
8. Puts the filled bottles in cases

Personal Characteristics Emphasized

A Bottling Plant worker must be albe to get along with other people. He must be able to do all of his jobs well. A worker moves quickly between his jobs.

Physical Capacities

If a person wants to work as a Bottling Plant Worker, he must be able to use his hands very well. He also should have good eyesight so he can do a good job when it is his turn to inspect bottles. He has to be able to pay close attention to what he is doing. If he looks up away from the bottles, he may miss a dirty or chipped bottle.

Working Conditions

Most of the work is usually done inside unless the worker helps load a case of bottles on a truck.

Reasoning Development

The worker should be able to follow directions given to him. His jobs change to keep him from becoming bored.

Language Development

He should be able to carry on a conversation with his fellow employees.

1. Conveyor belt--A machine that moves things from one place to another.
2. Dispenser--A machine that fills bottles.

Mathematical Development

No mathematical skills are needed.

Interests

1. Likes to work around machines.
2. Likes to be around others.
3. Will take directions from other people.

Salary Range of Job Surveyed

Earns $1.65 to $1.80 per hour

Miscellaneous

The employee usually works a regular eight-hour day, Monday through Friday. He gets a ten-minute break in the morning and a half hour to forty-five minute lunch hour. Ten minute break in the afternoons. Sometimes night shifts are required.

MAIL CLERK

Major Duties

1. Receives and sorts incoming mail, packages, etc.
2. Makes deliveries of incoming mail and pick up outgoing mail, packages, etc.
3. Weighs, packages, meters, and sorts outgoing mail.
4. Keeps records on registered and insured mail.
5. Maintains file of postal regulations.
6. Sorts mail for delivery to schools.

Features

Requires dependable adherence to established delivery and pick-up schedules, and has responsibility for proper distribution of mail. Receives, sorts, and distributes all mail in Administration Building.

CLERK I

Major Duties

Duties include some or all of the following or ones of similar nature:

1. Maintain files of correspondence, record cards, purchase orders, or other material.
2. Check forms, rosters, etc., for completeness of information.
3. Date, stamp, and route requisitions, correspondence, etc.
4. Answer telephones.
5. Check and repair films.
6. Stencil and letter equipment and machines.
7. Fill requests for materials, exhibits, models, sent in by schools.

Features

This classification is distinguished from clerk-typist I in that no manual skills are required.

Major responsibilities are limited to uncomplicated clerical duties such as filing, sorting.

Performs general clerical duties of an uncomplicated nature. May serve as combination receptionist-clerk.

A FARM WORKER

A farm worker finds his work in areas where crops are grown. Sometimes he will be picking fruit or he may be pulling the weeds where vegetables are growing. There is a large number of things that farm workers do. These may be concerned with planting, watering, weeding, picking, hauling, etc.

I. What a farm worker does:

picks fruit
picks berries
picks vegetables
sprays
irrigates
sorts
thins
weeds and hoes
stacks boxes
loads trucks
prunes
chops cotten

II. What a farm worker should be like:

healthy
interested in growing plants and trees
be able to work in hot weather
be quick with his hands
be able to do stoop labor
be able to see well

III. What a farm worker should know:

how to follow directions
how to tell weeds from crop plants
how to work well with others
how to work at a steady pace
how to move from job to job
how to live in temporary quarters
how to keep track of his supplies
how to contact the Farm Labor Office

IV. Where a farm worker can find work:

through a Farm Labor Office
orchard
garden
green house
packing plant
cotton farm
tomato fields
apricot orchard
cherry orchard
apple orchard
peach orchard
walnut grove
cucumber field
bean field
lettuce field

APPENDIX B

WORK SAMPLES

POSTING EXERCISE--PHONE BOOK

Purpose: To check student's ability to use phone book; to post information accurately; to check quality of hand writing, vision, persistance, attention span, and ability to foolow directions.

Materials: A list of 65 names taken from phone book; answer sheet for grading, and a phone book.

Instructions: When told to start, punch time card. The procedure is as follows:

1. Find name in the phone book.
2. Copy address (street number and name).
3. Copy complete phone numbers.
4. Write quickly but accurately.
5. When finished punch card and notify supervisor.

Socring:

	Time	Errors
Superior	22 - 60 minutes	0
Above Average	61 - 90 minutes	1
Average	91 - 180 minutes	2 - 6 errors
Below Average	181 - 210 minutes	7 - 10 errors
Inferior	210 or more	11 or more

NOTE TO EVALUATOR: Observe student's tolerance, ability to concentrate and handwriting.

MAIL SORTING

Purpose: To test the student's ability to sort and classify similar objects such as mail.

Materials and Equipment: Six hole pigeon hole mail file, and approximately 90 letters and 6 small packages.

Instructions: (demonstrate) Notice that each compartment has alphabetical markings as "A to C"; "R to S"; etc.

You are to place each letter or package into the proper compartment according to the first letter of his or her last name. (show) If the name is a Company name such as, "Troutdale Laundry" you take the first work or "Troutdale" and file it under "T"; and "Quincy Miling" will be filed under the first word of the company name or under "Q."

When I say "START" go to the time clock and punch your card. Return immediately and begin work. When you are finished go to the clock again and punch your card. Then tell me you have finished so that I can check your work. Ready--"START"

NOTE TO EVALUATOR: Observe student's approach to the task and his ability to work with the alphabet. Observe student's trend of mistakes, whether they are general or follow a certain pattern.

Scoring: (average time is 27 minutes; average errors are 5)

	Time	Errors
Superior	5 - 10 minutes	0
Above Average	11 - 20 minutes	1 - 2 errors
Average	21 - 30 minutes	3 - 7 errors
Below Average	31 - 55 minutes	8 - 12 errors
Inferior	56 or more	13 or more

FILING

Purpose: To assess student's ability to follow instructions in filing proper names and companies with the use of alphabetical filing devices.

Materials: Alphabetizer, 240 cards and one file box.

Instructions: Part I--Take the cards out of the file box one at a time and file them under the first letter on the cards, which is the first letter of a person's last name and the first letter of a companies' name. Place each card under the corresponding letter in the alphabetizer--about three inches in. (demonstrate)

Note: After the student has completed the above task give him (or her) the instructions for the second part of the filing test.

Part II--Take the cards out of each section and lay them face down, in one stack on the table. Turn the entire stack over so it is right side up.

Part III--Now, you are going to arrange the cards in alphabetical order. Take just the cards with the first letter of "A" and file them into the alphabetizer by the second letter. (demonstrate) Then, if there are more than two cards with the same second letter lay all the cards in each section on the table in separate stacks, according to the second letters. File the first stack with identical second letters by the third letter. If there are more than one third letter in a section choose which is first and place it in the file box, facing away from you. After the first stack has been alphabetized go on to the other stacks, being careful not to mix them up and file them as you did for the first. After finishing the "A's" repeat the procedure for each letter of the large stack.

Scoring:

	Time	Errors
Superior	0 - 38 minutes	0
Above Average	39 - 58 minutes	1
Average	59 - 94 minutes	2 - 5 errors
Below Average	95 - 112 minutes	6 - 7 errors
Inferior	113 or more	8 or more

NOTE TO EVALUATOR: Comment on student's ability to follow instructions with minimal help and avoid confusion. Observe clients' tolerance on this task.

CHANGE MAKING EXERCISE

Purpose: To test student's aptitude for comprehension of basic change making transactions, involving amounts up to $20.00.

Materials: A divided box with coins of each denomination plus four one dollar bills and two five dollar bills (one half-dollar, one quarter, two dimes, one nickle, and four pennies), table space and a chair.

Instructions: This is an exercise to determine how well you can make change.

1) The proper way is to use no more of the small coins than is necessary. Begin with the amount of the purchase as seen in the left hand column of the work sheet. The first problem is worked out and we will work it through together.

2) Notice that $2.78 plus 2 pennies equal $2.80 plus 2 dimes equal $3.00 plus 2 one dollar bills equal $5.00 plus one $5.00 bill equals $10.00.

3) You should not use more than 4 pennies for any of the problems or more than one nickle or more than 2 dimes if you do it the logical way.

4) Now put your money back in the proper compartments and work out problem 2. When you have counted out your money, mark ~~it~~ down on your sheet in row one and continue as before untill all problems are worked.

5) If you need practice you will be given practice sheets and you can try the test again.

Scoring:

	Time	Errors
Superior	4 - 15 minutes	0 - 2
Above Average	16 - 25 minutes	3 - 5
Average	26 - 45 minutes	6 - 20
Below Average	46 - 70 minutes	21 - 30
Inferior	71 or more	31 or more

SORTING

Bolt Sorting I

Purpose: To evaluate sorting ability by length and to assess student's ability to follow instructions.

Materials: 5 lbs. of .01" to 1.99" assorted bolts and screws; 2" to 3.99" assorted bolts; 4" to 5.99" assorted bolts; 6" to 8" assorted bolts; and assorted washers and nuts. A single compartment box (a), 14½" X 12" X 3"· a compartmentalized box (B), 15" X 12" X 2"; a stair step calculating device with ¼" risers (C) graduated in 2" intervals, to be fastened to the top outside edge of box B at right angles to compartments so that it faces the operator. Box A to be hinged to box B to serve as cover for Box B and to facilitate mixing. Indicate bolt lengths on the horizontal surface of each step of calculating device C as well as at opposite end of each compartment of Box B. Each Set of numbers applying to size range of bolts should be in colors differing from adjacent sets of numbers.

Task: With box in front of client and bolts and related items mixed in box A, the client is instructed to sort the items into box B in accordance with range of bolt lengths.

Instructions: This is a task of sorting found in our workshops and is similar to other tasks found in laundry. We would like you to sort these items by length. You will measure on this scale (point) and place the sorted items in the correct compartment (demonstrate). You should work as rapidly as possible, but try not to make mistakes. I will tell you when to start and when you finish you are to call me at once. You will be timed on this task.

NOTE TO EVALUATORS: The student is allowed 5 errors. If he makes over 5 errors, he must correct his errors and the addition time will be added in.

Scoring:

	Time
Superior	0 - 24 minutes
Above Average	25 - 29 minutes
Average	30 - 45 minutes
Below Average	46 - 59 minutes
Inferior	60 or more

NUT AND BOLT SORTING - BS II

(Assembly and Diameter Discrimination)

Purpose: This test is to assess a student's:

1. Ability to follow verbal instructions.
2. Degree of hand-eye coordination.
3. Degree of gross and fine dexterity.
4. Ability to make size discriminations.

Materials: 50 bolts and 50 nuts, in 5 diameters from 1/4" to 7/16". Assorted lengths from approximately 1" to 6".

Instructions: "This is a test to assemble then sort items of things that have small differences in their size."

1. You see, in front of you, a pile of nuts and bolts. The bolts are of different lengths (demonstrate) and of different diameters or thickness. (demonstrate) The nuts are also of different sizes. However, every bolt has at least one nut that fits it (demonstrate). There is a nut for every bolt.
2. First you are to put a nut on each bolt. You are to screw the nut down so that it is even with the end of the bolt--no less, no further. When all the nuts are on, you are then to sort the bolts into piles so that each pile will have bolts of the same diameter or thickness. In one pile you will have one size, in

another pile another size, and so on. You are to ignore the lengths and color--they are not important. You are only sorting to diameter--not according to length or color.

3. When I say "START" take your card, go to the time clock and punch the card. Return immediately and begin work. When you have finished go to the clock and punch your card again, then tell me you have finished so that I can check your work. Ready--"START."

NOTE TO EVALUATOR: When the student has finished there should be only five piles, check the nuts to see that they are on correctly. If five errors or less record time, otherwise have student punch his card and tell him to correct his errors. After he has corrected his errors, have him punch his card and re-check.

Scoring:

	Time
Superior	0 - 22 minutes
Above Average	23 - 29 minutes
Average	30 - 60 minutes
Below Average	61 - 80 minutes
Inferior	81 or more minutes

NUT SORTING - BS III

(Nut Size and Thread Discrimination)

Purpose: To assess student's discrimination using sight.

Also a test of ability to follow instructions.

Materials: 100 Nuts--Assortment as follows:

1. 25 small fine threaded
2. 25 small coarse threaded
3. 25 large fine threaded
4. 25 large coarse threaded

Instructions: 1. Here is an assortment of nuts. You see there are more than one size. (demonstrate) Also there is more than one size thread. (demonstrate) Your task will be to sort them out according to nut size and also according to thread size. When you have finished you will then have four piles, but in each pile the nuts will have large nuts with coarse or large threads and one pile will have only small nuts with fine or small threads, and so on.

2. When I say "START" go to the time clock and punch your card then immediately come back and start to work. When you have finished go to the clock and punch your card again then tell me you have finished so that I can check your work. Ready, "START."

NOTE TO EVALUATOR: If more than five errors, have student do the entire test over with more instructions. Make a note of the second trial in the student's file.

Scoring:

	Time
Superior	0 - 5 minutes
Above Average	6 - 8 minutes
Average	9 - 17 minutes
Below Average	18 - 23 minutes
Inferior	24 or more minutes

ADDING MACHINE TEST I

Purpose: To test student's ability to follow instructions for 10-key electric adding machine.

Materials: One 10-key electric adding machine, sample problems.

Instructions:
1) demonstrate procedures for adding first column and subtracting first two problems.
2) observe student adding and subtracting.
3) when client comprehends instructions have him punch in on sheet.
4) have student record answers on test sheet during test.
5) punch out when completed.

Scoring:

	Time	Errors
Superior	1 - 5 minutes	0
Above Average	6 - 9 minutes	1
Average	10 - 20 minutes	2 - 3
Below Average	21 - 30 minutes	4 - 6
Inferior	31 or more	7 or more

ADDING MACHINE TEST II

Purpose: To test student's ability to follow instructions for 10-key adding machine, plus speed and ability on more difficult problems than on Adding I.

Materials: One 10-key adding machine, sample problems.

Instructions:
1) operate machine as instructed in Adding I. This test is all addition, but the problems are more involved.
2) punch in your card to start
3) punch out when completed.

Scoring:

	Time	Errors
Superior	4 - 7 minutes	0
Above Average	8 - 11 minutes	1
Average	12 - 22 minutes	2 - 3
Below Average	23 - 49 minutes	4 - 5
Inferior	50 or more	6 or more

TYPING I

Purpose: To assess student's ability in the operation of the standard typewriter. To observe his performance in manual dexterity, and proficiency of the task.

Materials: One typewriter and typing paper.

Instructions: The test will tell us how well you are able to use a standard typewriter. You will be given five minutes of practice with a limited amount of instruction and two tests: one one minute and one five minute.

Before you is a typewriter and beside it is your typing paper.

1. Sit up straight and keep your feet on the floor.
2. Insert two sheets of paper into the typewriter and secure it properly on the rubber cylinder at the top of machine.
3. Question: Do you know how to type? If so, type the following paragraph in double space with properly spaced margins. There is a tabulator above the key board if you care to use it. If you have any questions before you begin please ask. READY? Begin.

"Pay attention to what you are to do. Know when your own work is right or wrong. You can do this if you give some thought to how you work as well as to what you do. Let yourself write with a feeling of ease and sureness.

Hold your thought on the word you are typing. There should be no feeling of hurry, but you should keep right on typing without pausing to look at what you have typed. This is the way for you to develop fine typing power."

NOTE TO EVALUATOR: Observations: how student applies self and follows instructions; does he use one finger or all?; how is his posture?; does he need to look at each letter or does he type by looking at words or phrases?

Scoring: The evaluee will be allowed five errors. Evaluees will be scored as to the number of words per minute in each test up to the sixth error.

	WPM	Errors (before the sixth)
Superior	23 plus	0
Above Average	17 - 22	1
Average	7 - 17	2 - 3 errors
Below Average	4 - 6	4 errors
Inferior	0 - 3	5 errors

COLLATING

Purpose: To test student's ability to follow instructions and collate a 5-page booklet.

Materials: 500 letter size sheets, preferably a non-slick surfaced #20 or #18 weight paper.

NOTE TO EVALUATOR: Place the 500 sheets into 5 stacks of 100 each. It is best to number the sheets 1 through 5 so that mistakes in collating can be readily detected. Make sure student is comfortable and working at the right height. He should have enough room to be able to jog the pages on the table.

Note: Be sure student understands instructions.

Instructions:

1) Punch clock at start and finish.
2) You will see before you on the table 5 stacks of paper. You will be shown the method to use in collating the 5 pages into a booklet. Do not change or try a different method, as the standard for the job depends on your following instructions.
3) Start with stack No. 1. Lift the top sheet and proceed to each following stack until you have all five sheets in your hand.
4) Gently job the paper on the table and get

all the edges straight; then stack it on the table the way you are shown.

5) Be sure you alternate the direction you place the long measurement on the stack so the entire stack of 5 pages can be readily inspected.

COLLATING

Rating Chart

RATING		PERFORMANCE RATING
Superior	Followed instructions very well. No errors in collating. Shows concern for quality. Seems to like job very much and displays skill in handling method.	5 - 30 minutes
Above Average	Followed method well. No errors in collating. Displayed skill in handling sheets of paper. No complaints of fatigue.	31 - 38 minutes
Average	Followed method well with only 1-2 errors in collating. Papers clean--no smudges. No complaints of fatigue. Booklets stacked neatly.	39 - 50 minutes
Below Average	Followed method with only slight occasional deviation. Some complaints of fatigue. Occasionally drops piece of paper on floor. Booklets not stacked too neatly.	51 - 60 minutes
Inferior	Constantly collating incorrectly. Forgets method taught. Drops sheets of paper on floor. Booklets stacked improperly. Complaints about job. Seems indifferent or disinterested.	61 or more

Note: This scale should take into account those that are very slow but very accurate.

Comments:

JANITORIAL

Student is given instruction on how to carry out various janitorial duties and to use equipment required in janitorial work.

1. Dusting and straightening chairs, tables, working equipment, etc. Emptying waste baskets, cleaning blackboards, etc.
2. Sweeping, using push broom and sawdust.
3. Oil mopping.
4. Wet mopping using wringer bucket.
5. Applying wax and using heavy buffer.
6. Cleaning, using industrial vacuum cleaner and household vacuum cleaner.
7. Care of washrooms using scouring powder, bowl brush, glass cleaner. Replacing paper towel and tissue rolls.
8. Cleaning windows and show case glass.

Observations are made on:

1. Ability to handle equipment.
2. Ability to follow instructions.
3. Ability to evaluate work result.
4. Time required to complete task and quality of work done.
5. Care and treatment of equipment.

SEWING

Working space required--floor space for a standard size treadle
machine (revised with an electric motor)
4' X 8' cutting surface

I. Student is instructed in operation of machine and given four graduated paper sewing charts to complete with the machine unthreaded.

II. Student is instructed in the method of threading machine and bobbin. A simple project of marking, pinning, basting, and sewing a seam is carried out. This project is continued with the marking, turning, pinning, basting and hand sewing of buttons on the seam line which has been pressed open.

III. If student is able to complete Phase II in a reasonably acceptable manner, an apron or simple garment is cut out and constructed under close supervision.

Observations are made on:

1. Ability to follow verbal instructions.
2. Ability to learn from demonstration.
3. Dexterity.
4. Hand-eye coordination.
5. Ability to carry over learning.
6. Tolerance to a lengthy task.
7. Tolerance to a repeating work.
8. Ability to evaluate work result.
9. Ability to use a ruler and to judge length or width.
10. Color perception.

Potential in this area when indicated may be developed through training for eventual placement in a laundry as a mender or in re-weaving.

MAKING SCRATCH PAPER PADS

Working space required: 4' X 4' Table Surface

Student is given verbal instructions on how to make scratch pads. Paper cutter and stapler are supplied. 11" X 8½" paper is cut in fourths or 5½" X 4¼" pieces. Ten pieces are stapled together to make pad.

Observations are made on:

1. Ability to use ruler.
2. Ability to use tools effectively.
3. Ability to count.
4. Neatness and speed.

FILING

Working Area Required: 4' X 4' Table Surface

I. Numerical

Fifty-four 3" X 5" cards are filed in a Kardex file according to street and house number.

II. Alphabetical

One hundred and fifty 3" X 5" cards are filed according to name. Alphabetical dividers are used in a filing drawer.

Students are given verbal instructions for both types of filing and are given a trial with supervision.

Observations are made on:

1. Familiarity with numerical and alphabetical sequence.
2. Ability to follow instructions.
3. Tolerance to a continuing task.
4. Neatness and accuracy

These samples upon completion may indicate a potential for training in a simple clerical area of filing, office helper, etc.

FABRIC AND COLOR SORTING SAMPLE

Requires working space of 3' X 1½' Table Surface

Sixty-five fabric swatches (42 cotton, 10 acetate, 8 synthetic, 5 wool) are presented for sorting according to 1) fabric type, 2) color density.

Observations are made on:

1. Ability to recognize or feel fabric types.
2. Ability to learn fabric types
3. Ability to sort according to fabric types.
4. Color perception.

Further sampling in color perception is done with a color chip series of fifty shades to be sorted into white, light, medium light, medium dark, dark, and black, and red. Successful completion of this test would indicate a probable success in laundry sorting areas.

MECHANICAL ASSEMBLY

Working Area Required: 3' X 2' Table Surface

Student is given a small fuel pump to disassemble. The necessary tools for completing the task are supplied. When this task is completed with help if necessary, a second and larger fuel pump is presented for disassembly and assembly.

Observations are made on:

1. Ability to handle tools.
2. Ability to plan for completing task successfully.
3. Learning carry-over with second task.

Successful completion of this task indicating skill with tools, ability to handle and understand mechanical parts, etc. would suggest potential for further evaluation in the metal and mechanical area. Training following evaluation would equip the student for placement as a garage and service station helper or as a worker in lawn mower-bicycle repair shop.

WOODWORKING

Working Space Required: Shop Area

Student is given a pattern showing measurements of a small wooden box with hinged lid. A complete tool board is available, also materials such as sandpaper, nails, screws, and hinges. Student selects his own wood and proceeds according to pattern instructions to construct the box. Upon completion it is sanded, stained, and varnished.

Observations are made on:

1. Ability to select proper tools.
2. Ability to use tools
3. Ability to follow pattern instructions.
4. Coordination and Dexterity.
5. Ability to use a ruler.
6. Ability to evaluate work result.

MACHINE DISASSEMBLY-ASSEMBLY

Purpose: To evaluate approximate degree of pre-learned competence of use of hand tools. Also to evaluate problem solving in terms of dis-assembling engine. To assess evaluees method of attack.

Materials: One lawn mower 4-cycle motor. Assorted hand tools including screw driver, wrenches, etc.

Instructions: "This is a test to see how well you can handle hand tools. It is also a test to see how well you can figure out problems with very little instruction. You have chosen all the tools you will need to take this motor apart. Let me know when you are finished. Keep all the parts together because the motor will have to be put back together. GO AHEAD."

NOTE TO EVALUATOR: Observe how the student proceeds. If it appears that he is having difficulty, give some minimal instructions. When the student has completed the disassembly, check his work--then say, "Now, put it back together," and make the same observations as for disassembly.

Scoring:

	Time
Superior	14 - 45 minutes
Above Average	46 - 70 minutes
Average	71 - 100 minutes
Below Average	101 - 130 minutes
Inferior	131 or more minutes

Superior: Student disassembles and assembles motor without help, leaves no parts out of place, uses proper tools, spends little time deciding which tools to use. Handles tools in proper, safe way.

Above Average: Chooses and handles tools well, but requires some help in assembling motor and use of tools.

Average: Requires help in choosing tools but able to use them fairly well. Needs instruction and checking to proceed but able to complete project without frustrations. Leaves no parts out of place, but spends more time than necessary on task.

Below Average: Requires help in choice and use of tools. Has to take motor apart a second time because of parts left out. Unable to complete without considerable help in entire process. Complains about task.

Inferior: Unable to handle task. Requires constant supervision. Many parts left out. No understanding in use of tools. Complains quite a bit.

LAMP DISASSEMBLY-ASSEMBLY

Purpose: To assess student's ability to follow instructions in disassembling and assembling a lamp. To test his ability to assemble the lamp in the correct sequence.

Materials: One single light lamp and a screwdriver.

Instructions:

1) Take the lamp before you and disassemble it to where every part is separated from the others. The cord should be spearated from the lamp.
2) Line the parts up as you remove them and place each part right side up.
3) When you are finished let me see it and then you will be instructed to assemble the lamp.

NOTE TO EVALUATOR: Notice how the student disassembles the lamp. If he takes the cord off before he has unscrewed the main body of the lamp, then he knows something about lamps and should be judged accordingly. If he removes the separated parts one at a time from the cord, then appliance knowledge is lacking.

Scoring:

Score	%	Score	%
35	1	19	41
34	2	18	45
33	3	17	50
32	4	16	55

Score	%	Score	%
31	5	15	59
30	6	14	64
29	8	13	68
28	9	12	73
27	11	11	76
26	14	10	80
25	17	9	83
24	20	8	86
23	24	7	89
22	27	6	91
21	32	5	92
20	36	4	94
		3	95

Superior: Disassembles lamp from the top down, takes the cord off before separating the parts of the main body of the lamp. Places the parts in a line, right side up. Follows instructions. Can assemble lamp without help.

Above Average: Removes the separated parts from top down, one at a time from the cord and lines up in proper order. Follows instructions. Requires some help to assemble.

Average: Follows instructions, but requires more help in assembling.

Below Average: Does not take lamp apart properly or line up parts together, but unable to assemble entire lamp.

Inferior: Parts completely disarranged. Does not follow instructions. Unable to assemble lamp with help. Work is rushed and messy.

WRAP & PACK

Description: This task consists of small wooden blocks 3/8" X 3/4" X 3" which are wrapped in tissue and packed in a bundle of 10, covered with a paper wrapper and sealed with a gummed label.

Object: To test one's ability to handle small to medium parts; to test finger dexterity; one's learning and following a definite work method and to gain production speed by practice.

Preparation: Place a box of blocks in front, tissue at left, wrapping paper at left rear. Labels, moistener at right. Finished work in rear.

Explanation: Explain that test is to simulate factory conditions and that a certain method will be taught and should be followed; that neatness of work is essential, and that a high rate of production should be achieved before the test is over. Suggest that it is best to start slowly until a method is learned and to speed up only after a rhythm is established.

Tissues must be folded square (not crooked) and tissue must not be torn.

Demonstrate use of moistener. Practice using one unit (10 in a bundle) and again if necessary.

Procedure: Teach the following method:

1. With LH pick up paper and place in front, with RH pick up block and place on paper.
2. With both hands working together, fold (length of block) starting 1/8 way down and rolling down paper-crease with fingers, hold tightly.
3. To fold ends--push in sides and observing formation of points crease inward, overlaping one on other.
4. Crease entire wrapping and place on main covering sheet.
5. After 10 have been completed, wrap group in cover and secure ends with tape.
6. Continue until 5 units have been completed.

Evaluation: Inspect all packages. Count one error for each package that is not neat and tight, for each flap not tucked in and held, for each torn tissue, for crooked wrapper. Assess additional penalties of from 1-5 for general sloppiness.

$$\frac{\text{Norm}}{\text{Actual}} \times 100 = \% - 3\% \text{ each error}$$

Figure per cent of norm in usual way. Make subjective analysis of ability to learn a specific method and to increase production speed with practice. Record approximate time taken to learn method. Establish an overall ESGFPO and record all timings and ratings on record sheet.

COLLATING & STUFFING

Description: This task consists of cards gathered together and stuffed into an envelope.

Object: To test one's physical ability to handle paper material, to perform a routine repetitive task, to learn and follow a definite work method and to gain production speed by practice.

Equipment:

Envelopes
Cards--500 (5 classification symbols, 100 each group)
Container for completed work
Container for envelopes

Preparation: Place file piles of cards in front of the subject, a box of envelopes to the left.

Method:

1. With LH in front of piles and using right index to pull away single cards from piles begin gathering 5 cards.
2. Collect into LH and with both hands even by tap on table.
3. Hold stack (5) in RH and with left index separate envelope opening, bringing stack in at angle and stuffing into envelope.

4. Place finished work into container.
5. Continue collating in this manner--gathering 5 cards and stuffing, gathering 5 cards and stuffing, etc.

Timing: After method is learned and a rhythm and speed is established, clear area by separating cards (5) from each envelope. Reclassify cards according to symbol (5 piles of same symbol).

Start timing for the collation and stuffing of 100. Note timing for minute intervals (number completed in one minute) to show improvement at beginning and ending phase if important to fact finding data on client.

Evaluation: Time for the total of all work finished is noted and recorded on accumulated work test sheets (rates of range districution). Give subjective rating and analysis on basis of where individual stands in relation to group population.

TASK AS HARDWARE SORTER

Description: This task consists of 2318 pieces--from assorted nuts, bolts, washers, nails, and other hardware accessories. At the start of the task, accessories are mixed in a tray, 15½ inches by 24 inches. They are sorted into a box that is sectioned into compartments with a cover containing holes aligned with the sections. The holes are indexed with sample items which are to be placed in each hole. This task tests dexterity of fingers for picking up fine objects and discrimination by color and size in fine objects in relation to gross objects.

Object: To sort the parts as rapidly and as accurately as possible into the respective sections.

Instructions: "In this tray we have various types of hardware which are to be sorted into the holes of this box. The best way to approach this task is to gather up as rapidly as possible the most obvious pieces rather than hunt for any one object. You will notice these larger pieces of wood are more obvious than others of this kind and can be gathered into your hand and placed in the box. You will continue picking up as you go along until all pieces are completely sorted. Twenty-five errors are allowed. Errors made after this will count heavily against your score. The time to do this task should not be longer than 90 minutes. You may start now."

Scoring: Scoring is weighed 25 per cent of the time and 75 per cent for accuracy. After 25 has been deducted from total errors, the remaining errors are multiplied by .22. The result is subtracted from .75. The constant for time is 2.25.

$$\frac{2.25}{T} + .75 - E \times .22$$

TASK B2--7 PIECE ASSEMBLY

(flashlights)

Description: This task consists of a box 24 X 30 with the back half raised to form a step. A cover is fitted with holes to hold the disassembled flashlights. Wooden cylinders are used to simulate batteries. There are 24 standard 7 piece flashlights.

Object: To assemble flashlights, properly threading caps and heads, as rapidly as possible. To test grip, twist, and motion of both hands.

Instructions: "These standard flashlights are to be assembled. You will start by placing bulb in the head, glass down. Then place bulb cover into socket and thread tight. This head is then placed on the end of the barrel nearest the red button, placed in form until threads start, then continue until tightly threaded. You will place 2 of these simulated batteries in the barrel, then place the cap on this and place cap in tightly threaded, then place in the rack and continue to the nearest one. Time on assembling the flashlights is 12 minutes. Are there any questions? If not, you may start now."

Disassembly Instructions: "To disassemble is the reverse procedure of assembly. First, you remove the caps, then the batteries, then the head plastic bulb cover and bulb, replacing all parts back in rack as they were before. The norm for disassembly is 7 minutes.

Scoring:

Assembly $\frac{12}{T}$ = %

Disassembly $\frac{7}{T}$ = %

GATE HINGE ASSEMBLY

(Heavy Assembly)

Description: This task consists of parts to make fence gate hinges, bodies, arms, set screws, hinge pins, cotter pins, two size U bolts, two size nuts, and containers for each. Task is done in a standing position.

Object: To measure the ability to observe and retain the positions of certain concrete elements so as to replace in total assembly. Also, to assemble and disassemble accurately and as rapidly as possible.

Assembly Instructions: "Take a hinge body, place on board so that threaded hole is toward you, insert set screw with screwdriver slot out. Place hinge arm in position on board, insert hinge pin up through these parts and insert in body and turn on two nuts. Take two small U bolts and insert in arm as shown, turn on four nuts. Place finished assembly on table. The time for this assembly is 40 minutes. Are there any questions? If not, you may start now."

Disassembly Instructions: "Take finished assembly from table, place it on the board, remove nuts and U bolts and place in trays. Remove cotter pin, hinge pin, and set screw and place in trays. Set body and arm in line on table. Time for disassembly is 21 minutes. Are there any questions? If not, you may start now."

Scoring:

Assembly - $\frac{40}{T}$

Disassembly - $\frac{21}{T}$

INSPECTION WORK

(Ruler and Compass)

Description: This task consists of 15 problems in which distances are measured to a tolerance of 1/16 of an inch. The first 11 problems are simple straight line measurements. The last 4 consist of a square, a rectangle, a triangle, and a circle which have two or three indicated points between which the distance is to be measured.

Object: To test client's ability to read a ruler using close tolerance.

Instructions: "In this task we have a series of line and distances between points which you are to measure. Be careful to measure each line from vertical point to vertical point and record the answer in the space provided. In the figures the distance between a and b is measured and recorded in the space provided; then measure between a and c and etc. This test is based on your accuracy so make all measurements carefully. The time for this task is 6 minutes. Are there any questions? If not, you may start now."

Scoring: $\frac{1.5}{T} + 75 -$ no. of errors X 3.75

Allow 1/16 of an inch plus or minus in the answers.

VISUAL INSPECTION

Description: This task consists of 35 unnumbered name plates and 50 name plates numbered in a series; 301-350. Certain errors have been made in these plates by scratching out the center of some of the "r's," for the purpose of testing ability to find visible errors.

Object: To separate right plates from wrong plates by use of vision, and record on answer sheet.

Instructions: "The unnumbered plates are to be sorted into two piles, right and wrong; then they are to be counted and recounted on answer sheet. The numbered plates are first arranged in numerical order, then visually checked for errors. Record error on answer sheet with a check mark for each number. The norm time for this task is 10 minutes. If there are no questions, you may start now."

Scoring: $\frac{2.5}{T} + 75 - 5 \times$ no. of errors

NAMES AND NUMBERS

Description: This task consists of 100 names and numbers that are to be corrected by using a master copy.

Object: To correct all the errors so that your sheet will be the same as the master copy.

Instructions: "In this test there are 100 names and numbers. Here is a master copy to compare this copy with. Do not write on the master copy. In your copy, if there is an error make a check where the error is and also check the number in the margin. There may be more than one error in each one. If so, check all errors. This is graded on accuracy and each error counts 2½ points. Work fast and accurately. Notify foreman when you are finished. If there are no questions, you may start now."

Scoring: 100 - (errors X 2.5)